

**COMPLEX SENTENCE CHARACTERISTICS OF
CHILDREN NOVELS WRITTEN BY A CHILD AND
WRITTEN BY AN ADULT:
A COMPARATIVE STUDY**



THESIS

**In Partial Fulfilment of the Requirements for Master Degree in
Linguistics**

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**FACULTY OF HUMANITIES
DIPONEGORO UNIVERSITY
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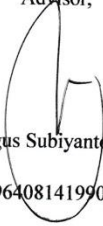
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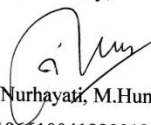
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CERTIFICATION OF ORIGINALITY

I hereby declare that this study is my own and that, to the best of my knowledge and belief, this study contains no material previously published or written by another or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due acknowledgement is made in the text of the thesis.

Semarang, November 30th 2018



Wuri Sayekti
Wuri Sayekti, S.Hum

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ABSTRACT

Literacy is crucial in learning process for people in order to get any knowledge they need. The process of literacy starts when a child able to hear and, up to (s)he can read and write. Child's written language can be directed to produce fiction writing. One of fiction writing example is *Kecil-Kecil Punya Karya* (KKPK) novel series that has been published and read widely. Researching syntax-semantic construction of complex sentences in KKPK is interesting. In addition to KKPK, I also study children novel written by adult to make comparison with KKPK. I consider the age of the child writers is 11 years old, and the adult writer is the relatively-new writer (who has not produced so many books yet) to get the writings at the same level. By using Role and Reference Grammar, I identify the classification of complex sentences, syntactic and semantic characterization of complex sentence, and semantic-to-syntax linking of complex sentence in the novels. The linking of semantic-to-syntax of complex sentence has parallelism to language production process scheme.

Key words: complex sentence, child fiction, role and reference grammar

INTISARI

Literasi amatlah krusial dalam proses belajar yang penting dikuasai manusia agar ia bisa mendapat pengetahuan dan ketrampilan. Proses literasi bermula saat seorang anak bisa melihat dan mendengar hingga ia mampu membaca dan menulis. Kemampuan berbahasa anak dalam menulis bisa diarahkan hingga bisa menghasilkan karya fiksi. Salah satu karya fiksi tulisan anak adalah seri novel Kecil-Kecil Punya Karya (KKPK) yang saat ini telah banyak diterbitkan dan dibaca oleh masyarakat (anak dan dewasa). Di dalam novel ini, terdapat konstruksi kalimat kompleks yang menarik untuk dikaji sisi sintaksis dan semantisnya. Usia penulis cilik yang novelnya dikaji adalah 11 tahun. Selain itu juga dibandingkan dengan novel anak yang ditulis penulis dewasa. Dengan menggunakan teori *Role and Reference Grammar*, kalimat kompleks yang ada dalam novel anak-anak dikaji karakter dan kategorisasinya secara sintaksis dan semantis, dan *semantic-to-syntax linking* kalimat kompleks tersebut yang paralel dengan skema produksi bahasa secara psikologis.

Kata kunci: kalimat kompleks, fiksi anak, role and reference grammar

CHAPTER I

INTRODUCTION

Chapter I configures six contents of introductory chapter that consist of background of the study, research problems, objectives and significance of the study, scope and limitation of the study, definition of key terms, and organization of writing.

1.1 Background of the Study

Literacy is crucial in learning process for people over the world. Through literacy people can get any knowledge they need. The process of learning literacy starts when a child is able to listen and see until (s)he can read and write. Once child learns how to read a word, then (s)he learns how to write it down. Starting from writing a letter, continue to a word, and then a sentence, a child improves her/his capability to write something. Along with the capability to write the words, a child's cognitive that guides her/his way of thinking triggers her/his ability to express her/his idea through writing. The way a child writes her/his idea has characteristics that could be different from the way an adult writes since child's cognitive development is different from adult's one. *The differences could be seen from the structure of the writing.* In this case is the structure of syntactic and semantic of the writing. This is the reason why I choose topic about the difference between children's writing and adult's writing in novel in Bahasa Indonesia by using syntax-semantics approach.

Written language is sometimes considered second form of language expression after oral one. It could be true, but written and oral language both have equal level of importance as medium to deliver human's idea and communication.

Musfiroh (2009) stated in her dissertation that written language is a form of language expression including pictures, scratch lines, letters and sequence of words that contain meaning. She also argued that written language is acquired by children as early as they can perceive any language stimulus through their eyes, ears, and even touches. What they perceive will be memorized in their mind as a short term memory and continued to a long term memory. As children grow up, in spite of expressing their thought orally, they also try to express what they have in mind through a medium called paper and pen(cil), or we can say written language production. The difference between written language and oral language is that written language is a structured system that contains its visual form, meaning and function. When we view written language from children's side, it is the result of children's cognitive working to create what they want to write using their own symbol that they understand its meaning and context. For their early written language production, they could write something that probably cannot be understood by adult. But through their cognitive development, gradually, their written language becomes adult-like writing. Teale and Sulzby (1986, in Musfiroh, 2009) stated that written language is tightly related to reading and writing activities that emerge and develop simultaneously, or we can say that the emergence of written language in children is their early literacy. When children have experienced their literacy activity, strengthened with intensive reading and writing exercise, they can produce longer form of written language like short story, poem, or even novel.

According to the previous studies of Musfiroh (2009) and Teale and Sulzby (1986), written language is prominent to explore in linguistic study. Moreover, written language that is produced by children in form of novel that needs complicated process of language learning so that children can make it as readable as it is. Written language

in novel might have gone through editing process by editor, but still, it is originally written (produced) by children by using their mind and hand. This is the point that motivates me to do research on written language in child-writer novel from the syntax-semantics side. I also study the written language in novel for children, which is written by relatively-new adult writer for comparison.

The text I analyze in this research is directive complex sentence in novel's narration that is written by child and adult. I took both child and adult writers who are relatively-new writer in order to get the writings at the same level that means the novel I use is their early published book and they have not produced so many books (not professional one).

There are many syntax theories that can be used to analyze language. One theory that I prefer to use is Role and Reference Grammar (RRG) that is initially developed by Robert D Van Valin Jr. and Randy J LaPolla. Role and reference grammar (RRG) is theory of syntax that uses functional-cognitive approach. RRG sees syntax not as an autonomous monostratal theory, but has tight relation to semantics. It posits a single syntactic representation and a semantic representation for a sentence. The single representation and its relation to semantic aspect is essential to break complex sentences down produced by children in children-written novel. In my opinion, the languages produced by children not only structurally correct, but also meaningfully right. Since RRG using cognitive-functional approach, it gives attention to cognitively process of language production (also language comprehension) by children. This theory formulizes the linking between syntactic representation and semantic representation that show how language is produced and comprehended. The semantic-to-syntax linking of the complex sentence that represents language production process shows that RRG consider

cognition of language acquisition process as reasonable aspect. The cognition of language acquisition process has been studied by several psycholinguists like Braine, Bruner and Fodor. They show there must be mental representation which human beings have like 'object', 'place', 'action', and 'event' that is call 'language of thought'. They also show minimal structure of a proposition is Object-Predicate-Object that is very close to the structure of a Core (Argument-Nucleus-Argument). There are many other studies on language in children that are closely related to RRG formulation. This consideration encourages me to take RRG as main theory in this research as the final step is making semantic-to-syntax linking.

1.2 Research Problem

I did research on the interaction of semantic-syntactic representation of complex sentences in novel's narration. The research problems are as follows.

- a. How is the classification and categorization of complex sentences in both novels written by child and adult?
- b. How is the syntactic and semantic characterization of complex sentence in both novels written by child and adult?
- c. How is the semantic-to-syntax linking of complex sentence in novel written by child and relation of the linking and language development?

1.3 Objectives and Significance of the Study

According to the proposed research problems above, this research aims

- a. To classify and categorize of complex sentences in both novels written by child and adult.

- b. To describe the syntactic and semantic characterization of complex sentence in both novels written by child and adult.
- c. To describe how semantic-to-syntax linking in children's written novel and relation of the linking and language development.

The significance of this research are as follows.

- a. For the students who want to conduct research in language acquisition, this research can be an input to continue the further research.
- b. For everyone who spends his/her time to get along with children, this research can be used as a suggestion to teach language properly.

1.4 Scope and Limitation of the Study

This research focuses on the complex sentences in children's novels narration part written by both child and adult. I consider the age of the child writer is 11 years old and the adult writer who is the relatively-new writer to get the writings at the same level.

1.5 Definition of Key Terms

- a. Complex sentence: a term which describes a sentence consisting of more than one clause. In narrower sense, complex sentence refers to a sentence consisting of a main clause and at least one subordinate clause, thus contrasting with compound sentence. (Crystal, 2008).
- b. Nexus: the syntactic relation between/among the units of a complex structure. (Van Valin and LaPolla, 1997).
- c. Juncture: the point in which the units (i.e. nuclear, core, clause, and sentence) combined into a complex structure. (Van Valin and LaPolla, 1997).

- d. Nucleus: the syntactic (unit) slot in which Predicate is placed. (Van Valin and LaPolla, 1997).
- e. Core: the main (syntactic unit) slot of a clause that contains Nucleus and predicative arguments. (Van Valin and LaPolla, 1997).
- f. Clause: a syntactic unit that contains Core (the main slot) and Periphery (the secondary slot). (Van Valin and LaPolla, 1997).
- g. Sentence: a syntactic unit that can contain a single clause or multiple clauses. (Crystal, 2008).
- h. Periphery: position of elements of the clause which are left out of the core (not argument of the predicate). (Van Valin and LaPolla, 1997).
- i. Lexical representation: system of decomposing lexeme (e.g. verb) by paraphrasing in terms of primitive elements in a well-defined semantic metalanguage (Van Valin and LaPolla, 1997).
- j. Predicate: predicating element that defines the nucleus. (Van Valin and LaPolla, 1997).
- k. Argument (core argument): argument which is part of semantic representation of the verb (predicate). (Van Valin and LaPolla, 1997).
- l. Operators: grammatical categories which are qualitatively different from predicates and their arguments that modify the clause (every layer) and its parts differently. They are tense, aspect, negation, modality, status, illocutionary force, directional, and evidentials. (Van Valin and LaPolla, 1997).
- m. Coordinate: the result of linking linguistic units which are usually of equivalent syntactic status (Crystal, 2008).
- n. Subordinate: the result of linking linguistic units so that they have different syntactic status (Crystal, 2008).

- o. Cosubordinate: nexus type of complex sentence dealt with switch-reference and depended operator at the level of juncture (Van Valin and LaPolla, 1997).

1.6 Organization of Writing

This thesis will be organized as follows. Chapter I consists of background, research problems, scope and limitation of study, objectives and significances of study, definition of key terms, and organization of writing. Chapter II contains previous studies about children's language, children-written novel, complex sentences and verbs in Bahasa Indonesia, and Role and Reference Grammar (RRG) theoretical framework; and theoretical framework of RRG. Chapter III is about type of research, data and unit of analysis, method and procedures of collecting data, method of analyzing the data, method of presenting result of analysis. Chapter IV talks about result of research and discussion. The last but not least is Chapter V that is about conclusion.

CHAPTER II

REVIEW OF LITERATURE

This chapter contains two sections. The first section is previous studies, and the second one is theoretical framework of the study.

2.1 Previous Studies

In this section, I differentiate previous studies into four parts that cover the object of study's side and theoretical side. This writing talk about the linguistic of children-written novel, therefore it needs previous studies that discussed about children's language, children-written novel, complex sentences and verbs in Bahasa Indonesia, and Role and Reference Grammar (RRG) theoretical framework.

2.1.1 Child language

Children language study, or specifically about language acquisition or language production and comprehension, has been a wide-spread study among the linguist over the world. This phenomenon also happened in Indonesia though it is not much studied. Some studies that talk about children's language are *Pemerolehan Bahasa Tulis Anak Kelompok Bermain dan Taman Kanak-Kanak* by Musfiroh (2009), *Kemampuan Bertutur dan Pemahaman Tuturan oleh Anak Usia Dua Tahun: Studi Kasus Dipo Khadra* by Septiani (2012), Indonesian Morphosyntax of 2-5 year old Children at Dharma Wanita Day Care of Central Java Province by Anindita (2015), and Explaining Non-Canonical Representations of Indonesian Universal Quantifier *Semua* "All" by Aryawibawa (2015).

Musfiroh (2009) reported her research about written language acquisition in her dissertation. She did qualitative research on playgroup and kindergarten children (179 children). By doing observation, interview, and documentation, she

gathered data of children's writing for about a year (August 2005 to July 2006) then analyzed the data to produce several points about written language acquisition. Her research focus is children's language activity, especially written language, during acquisition time. She also observed children's interaction with their peer-friends and teachers during the process of written language acquisition. She found that children's written language is the result of their "writing" and "reading". Playgroup and kindergarten children's written language happen through acquisition and learning process. There are two kinds of written language namely Written Language Production and Written Language Reception. The acquisition of these both written language related to three factors i.e. the children involvement in class instruction words and language function development, social interaction including co-working, arguing and competing, and physical and social exposure surround the children during acquisition process. The difference between Musfiroh's study with this research is Musfiroh did field research to get to know how children at playgroup and kindergarten ages acquire written language ability, while I researched on the written language product of children at the age of 10-12 years old.

Septiani (2012) in her thesis observed the two-year-old child's utterances in conversation to describe how he acquires the pragmatic competence and uses strategies to understand utterances with people surround him. By doing qualitative and case study research, Septiani revealed that the two-year-old child is familiar with declarative, interrogative and imperative sentences. The child also uses direct and indirect literal speech acts, and understands turn taking, cooperative principle, topic initiation, and answering question with other speech function. The other research on children's language is the description of

Indonesian morphosyntax of 2-5 year old children in Central Java that was studied by Anindita in 2015. In her thesis, Anindita reported that children produce morphological and syntactical construction in various forms and quantities (showed in percentage). She reported that children produce inflection and derivation of morphological construction through affixation, compounding and reduplication. It is found that there are seven categories of constituent structure through X-bar theory application; those seven categories are NP, VP, AP, AdvP, DP, PP and IP. NP and VP are the most common category found in children's utterance. Septiani and Anindita's findings also become prior knowledge for my research that children at the age of 2-5 years old have acquired declarative, imperative and interrogative sentences, and produced inflection and derivation of phrase construction. It can be assumed that at age 5 child has been familiar with many kinds of sentences and phrases construction that become the embryo of the further complex construction that children can produce.

The last research that investigated child's language was executed by Aryawibawa (2015) as reported in his paper namely Explaining Non-Canonical Representations of Indonesian Universal Quantifier *Semua* "All". Aryawibawa did research to know that the representation of Indonesian Universal Quantifier (*masing-masing/setiap* "each/every", *semua* "all") could be assigned by children and adult (4-to-22-year old). The findings of the research show the evidence of the delay of universal quantifiers use and quantifiers' meaning acquisition by children until approximately at age 7. It as well does not confirm the innate meanings of universal quantifiers. The acquisition delay might be caused by learning process and linguistic maturation factors that correlate with age. The learning process explains how linguistic inputs (in this case is the use of universal

quantifiers) importantly influence the younger children to use the universal quantifiers. The linguistic maturation related to the Maturation Hypothesis that states the inability of younger children in using the universal quantifiers may be caused by the immature linguistic concept of the quantifiers in children's mind. Aryawibawa's result shows that there is delay in quantifiers' acquisition at age 7 that might be caused by learning process and linguistic maturation. It can be presumed that after age 7, child's linguistic maturation continue to develop with less delay that means child can produce any kinds of language form including written language. Those four previous studies concerned on the oral and written language of children between toddler to teenager with linguistics scope of study of morphology, syntax, semantics, and pragmatics, and combination of the four fields. In this research, I would discuss the children's written language from the frame of syntax and semantics at the age of ten to twelve year old. Those are the differences between my research and the four stated studies.

2.1.2 KKPK

Further, the study about children-written novel has been done by Soelistyarini (2013) in her paper entitled *Representasi Gender dalam Cerita-cerita Karya Penulis Anak Indonesia* seri KKPK. KKPK stands for Kecil-Kecil Punya Karya are the name of literature genre for children in form of novel, short stories compilation, or poetry written by children between 7-to-13 year old. Soelistyarini did literary research to reveal how the gender practices as social construction and cultural representation. After determining numbers of stories during 2010-2012, she did four steps of close reading and analyzed the data according to feminist literature critics. Considering the number of the children's writer of KKPK is dominated by girls, the main characters in most stories are also

girls. The domination of girls as the main character does not make the depiction of the girl always superior to the boy. Some stories depict the girls as the main character that has “girl power” to have masculine and feminine attitude at once such as bravery, sportiveness, adventure, charm, obedience, tolerance, and loyalty. But, there are some stories which portray the girls as traditional gender role that is stereotypical in the society. This stereotypical portray of the girls show that the children writer is still unable to release from the patriarchal ideology that promotes men’s role and position is superior to women (2013). If Soelistyarini carried KKPK as her literature research object, I also use KKPK as the object of my research from linguistics’ view.

2.1.3 Complex Sentences and Verbs in Bahasa Indonesia

Talking about research on complex sentences and verbs in Bahasa Indonesia, there are several studies done by Indonesian scholars. Some of them become relevant previous studies for this research. They are Himmawati (2003), Kardana (2014), Zakiya (2015), and Aritonang (2017). Himmawati (2003) did investigation on the contrast of compound and complex sentence construction in English and Bahasa Indonesia. She found that compound and complex sentences of English and those of Bahasa Indonesia are different in many ways. The differences are in relation to compound sentences and complex sentences. The differences of compound sentences in Bahasa Indonesia and English are determined by auxiliary verbs. The auxiliary verbs make different clause construction on complex sentences of English and Bahasa Indonesia. The differences are based on the complex sentence types, whether it is compound sentence or complex sentence. In compound sentence, the auxiliary verbs in English and Bahasa Indonesia make deletion/omission of the same elements may

occur. In complex sentences, the word order pattern of noun clause is different between English with its Subject-Predicate pattern, and Bahasa Indonesia with its Predicate-Subject pattern. Other differences are the conjunction existence and present and past participle form in English. These differences make the learners of English, whose mother tongue is Bahasa Indonesia, and Bahasa Indonesia learners whose mother tongue is English. It can be concluded that the complex sentence structure in Bahasa Indonesia is not as complicated as English. The structure of English complex sentences are more varied and complicated than the structure of Bahasa Indonesia.

The second study on verbs in Bahasa Indonesia was done by Kardana (2011). In his paper, findings indicate two types of reflexive construction based on data, namely lexical reflexive and coreferential reflexive (direct coreferential, indirect coreferential, and logophoric coreferential); though there are three types of reflexive construction in theory of Indonesian language: lexical, coreferential, and clitic reflexive. The construction of lexical reflexive is formed by intransitive verbs and basic verbs. The verbs form that constructed direct coreferential and logophoric reflexive is transitive verbs with {meN-} affix. Then, indirect coreferential reflexive is constructed by intransitive verbs and adjectives. The third previous study is from Zakiya (2015). She did research on the syntax about the structure of Verb-Adjective/Adjective-Verb Construction (VA/AVC). The structure has two main types of construction; they are the constructions that are formed of single clause or two clauses. VA/AVC formed by single clause has type of Verb as Predicate (V<Pred) and Adjective as Complementizer has Process and Vision verbs and Physical, Received and Mental adjective. VA/AVC formed by two clauses has two major types: (a) verbs in main clause and

adjectives in sub clause; and (b) adjectives in main clause and verbs in sub clause. The semantic characteristics of VA/AVC that is formed of two clauses are Process, Action, Situation Verbs; and Mental and Physical adjectives.

The last previous study is about subordinate relation of Dayak Lundayeh's complex sentences by Aritonang (2017). Aritonang investigated the complex sentences of Dayak Lundayeh Language in North Kalimantan. The data of Dayak Lundayeh language were classified into phrase, clause and sentence based on the similar form, category, role and distribution. Aritonang found that subordination is the way how clauses in Dayak Lundayeh Language are connected. In subordinate complex clauses of Dayak Lundayeh language, there are four semantic relations that are determined by subordinators and lexical meaning of the words or phrases (of each clause). The semantic relations found in Dayak Lundayeh complex sentences are sequential relation by using *kereb* 'when' subordinator, conditional relation by using *kudeng* 'if' subordinator, concessive relation by using *agan* 'although' subordinator, and purposive relation by using *fele* 'in order to' subordinator. The gap between those previous studies and this research is that it is about complex sentence and its verbs characteristics of Bahasa Indonesia using RRG theory that has not been studied before.

2.1.4 Role and Reference Grammar

The next previous studies are the ones which use Role and Reference Grammar as theoretical framework similar to the theory used in this writing. Those are Word Order and Information Structure in Russian Syntax by Rodionova (2001), The Acquisition of Complex Sentences: a case study in the role of theory in the study of language development by Van Valin Jr. (2001), and Morfosintaksis Bahasa Bali Dialek Sembiran by Sedeng (2007). For first study,

Rodionova (2001) did research on variability of word order and focus structure in Russian declarative sentences for her thesis. By using Basic Lambrechtian Focus Paradigms (information structure) and RRG as theoretical framework, she made detailed revision of Krylova and Khravronina's partition of main sentence into theme and rheme based solely on stylistic consideration, and classification of Russian utterances word order types into emotive and non-emotive. Krylova and Khravronina's classification oversee the important relationship between the syntactic and informational structure of utterances. According to her research result, "free" word order in Russian is strictly constrained focus structure (explicit and specific constraint on focus placement), and not merely resulted from 'stylistic' changes. And this kind of word order encodes different types of focus: predicate, sentence, and narrow. These research results affirm the main hypothesis of Rodionova's thesis that there is indeed a correlation between word order and information structure of sentences and pragmatic considerations are reflected in the syntactic composition of Russian utterances.

The second study is *The Acquisition of Complex Sentences: a case study in the role of theory in the study of language development* (Van Valin, 2001) proves that the syntactic and semantic predictions of language production by children are supported with the data from seven different languages that are spoken by children. Van Valin tries to make prediction of complex sentence acquisition sequence based on the basic Role and Reference (RRG) view of language acquisition that is a child constructs a grammar based on the linguistic data exposed to his/her and rich cognitive endowment. This cognitive endowment represented in semantic relations that are formulated in Interclausal Semantic Relation; and in syntactic clause linkage that is signified in juncture and nexus.

RRG theory of complex sentence consists of three components: juncture, nexus, and interclausal semantic relation. Therefore, the three components of complex sentence theory of RRG can be regarded as rich cognitive endowment representation in child's acquisition of complex sentence. Van valin makes prediction of complex sentence acquisition by child that is seen in child's language production. The predictions are: (1) sub-clausal units will appear before the whole clauses that means sub-clausal level of juncture will appear before clausal juncture, (2) the juxtaposition nexus relations of coordination and cosubordination is possibly conceptually simpler than embedding nexus relation of subordination that means non-subordinate nexus will appear before subordinate nexus, (3) the child's first complex sentences will firstly code the top of the hierarchy semantic relations namely causality, aspectual, and psych-action, rather than temporal sequence or even conditional, (4) further predictions are for languages with extensive core and nuclear juncture that depends upon the transitivity of the infinitive or linked verbs in the juncture. These predictions are confirmed in seven languages (English, Hebrew, Kaluli, Korean, Mandarin, Italian, and Polish) with a variety of structure pursuant to each language characteristic. This finding strengthens me to do research on complex sentences of children.

The last previous study that uses RRG as the main theory is the dissertation of Sedeng (2007) entitled *Morfosintaksis Bahasa Bali Dialek Sembiran*. In his dissertation, Sedeng described the morphosyntax of Sembiran dialect of Bahasa Bali (Bahasa Bali Dialek Sembiran/BBDS) by using Role and Reference Grammar (RRG) theory. It is found out that grammatical aspect of BBDS tightly related to verbs morphological system, grammatical relation, and

simple-complex predicate; whereas lexicon aspect of BBDS dealt with lexical representation and lexical semantic role. The morphological system of verbs in BBDS shows that there are stem verbs and affixed verbs. Affixed verbs form applicative verbs and causative verbs. These verbs, as the central element in constructing meaning of proposition or clause, bring consequences of how many argument the verb has. The argument(s) can be considered to be actor and/or undergoer. This consideration can determine diathesis and typology of BBDS, or in other words the grammatical relation of BBDS. The other discussion of this dissertation that is fairly related to my thesis is about simple-complex predicate. The simple predicate has been widely discussed in morphological system and grammatical relation chapters. The complex predicate (or complex sentence) in it is discussed in separate chapter since RRG talks about complex predicate in rather different way than other theories. RRG considers complex predicate is the similar as complex sentence. Complex predicate has two aspects, namely a) juncture, b) nexus. Juncture is related to the unit linkage in complex structure (in this case is complex predicate) that exist in three levels of linkage: nucleus, core, and clause. The data in Sedeng (2007) show that juncture in nucleus level is in the form of not-split serial verbs; juncture in core level is in the form of split serial verbs then juncture in clause level is marked by the linkage of two clauses with each periphery. The data in BBDS also shows that the three kinds of nexus (syntactic relations between units), namely coordination, subordination and cosubordination, occur in three levels of juncture (linkage). Another finding in Sedeng's dissertation is the pragmatic aspect becomes the central analysis of RRG in BBDS, since the communication function of language determines the changes of canonic clausal structure by using morphological process as support.

Those three previous studies that use RRG as the main theory inspires this research to figure out the syntactical and semantical characteristics of complex sentences in Bahasa Indonesia according to Role and Reference Grammar.

2.2. Theoretical Framework

2.2.1 Syntactic Function, Category and Role of Bahasa Indonesia

In the book of Tata Bahasa Baku Bahasa Indonesia (Grammar Book of Bahasa Indonesia) by Alwi et. al. (2010), it is stated that syntactic function is a slot in the sentence structure that is filled by a language unit (word or phrase) which has its particular category and role. The function of each word (or phrase) is syntactically related to the function of another word (or phrase). Moreover, according to Verhaar (1996), the ‘main’ function in a clause is Predicate. Usually predicate is categorized as verb. The verb states condition or action that involves people or thing as “participants” of the verb. These participants are called Arguments that are functionally differentiated to Subject and Object. Subject is the argument which is in the condition of or does something that is meant by verb in predicate position. Object is the argument which undergoes the action that is meant by two or three-valence verb. In addition, there is “Periphery” an additional function in which supplementary information is added as preposition phrase or adjunct. Shortly, syntactic function of Bahasa Indonesia is predicate and its arguments (subject and/or object) and adjunct. Verhaar’s proposal is supported by Kridalaksana (2002) in Chaer (2009) who states that the core of the clause consists of subject, predicate, object, and complement; and adjunct is outside of the core of the clause since it can be posited before or after the clause. Another similar definition about syntactic function is from Chaer (2007), who proposes syntactic function as “boxes” or “places” in syntactic structure in which

there are certain categories which fill in the “boxes”. Those “boxes” are called subject, predicate, object, complement, and adjunct. It can be inferred from Verhaar (1996), Alwi et. al. (2010), Kridalaksana (2002), and Chaer (2007) that syntactic function is places in which certain categories fill with their role, and the “main” syntactic function in a clause is predicate that has arguments functionally called subject and object. Instead of predicate, subject and object as core syntactic function, there is additional function named “periphery” contains preposition phrase or adjunct.

Syntactical category of Bahasa Indonesia is part of speech such as noun, verb, adjective, adverb and adposition (preposition or postposition) follow the constituent of clause, phrase, or word (Verhaar, 1996). In addition, Alwi et. al. (2010) describe syntactical category is group of words or phrases that have similar form and behavior, therefore there are four main syntactical categories namely verb, noun, adjective, and adverb, and the last but not least category is function words (preposition, conjuncture, particle). It is supported by Chaer (2009) who suggests syntactic category is kinds of word or phrase that fill in syntactic functions namely noun, verb, adjective, adverb, numeral, preposition, conjunction, and pronoun. I can sum up that syntactic category of Bahasa Indonesia is kinds of word or phrase (part of speech) that fill in syntactic functions namely noun, verb, adjective, adverb, adposition, numeral, conjunction, and pronoun.

Verhaar (1996) suggests that syntactic role is semantic side of arguments (as subject or object) of the verb (predicate); the role could be agent, actor, patient, experiencer, locative, or instrumental. Whereas Chaer (2009) states that syntactic role is the relation between the predicate function filler and the other function (subject and/or object) fillers. The relation gives each syntactic function a role that is determined by verb as the predicate, so that predicate filler determines what role

subject and/or object is. He also states the role of the predicate filler. Even though there is a different emphasis on which function that can get syntactic role, Verhaar and Chaer agree that the verb as predicate determines the role of its argument (subject and/or object).

2.2.2 Declarative Sentence

Declarative sentence is sentence to state something intended to other people that does not need answer and/or response from hearer or reader (Chaer, 2009). Chaer (2009) also states that declarative sentence is constructed by one or more clause(s) in the form of simple, compound, or complex sentence; and could be positive or negative, active or passive.

2.2.3 Complex Sentence and Coordinate-Subordinate Concept of Bahasa Indonesia

The grammar of Bahasa Indonesia formulates the characteristic of Complex Sentence. In general, a sentence that contains more than one clause is named compound (complex) sentence. It is in accordance with Verhaar (1996), Parera (2009) and Alwi et.al. (2010) who define a sentence formed of multiple clauses by naming it as compound sentence or complex sentence, or extended sentence.

Hereafter I use complex sentence to state multi-clauses sentence as syntax theory I use (RRG) use term complex sentence. Since complex sentence consist of multi-clauses, there are relationships between (or among) the clauses. They are coordinate and subordinate. Those inter-clauses relationship are based on the conjunction (or comma) used in complex sentence structure.

The relationship between (or among) the units in complex construction is determined by the existing conjunct that relates the units of construction (clauses, phrases, words) (Alwi et.al., 2010). The conjoined clauses emerge since the language users have intention to express their ideas in more than a clause in complex construction. Therefore, it is logic to infer that there must be a relation between (or among) the units of complex construction (clauses, phrases, words). in general, there are two types of relations between (among) the units in complex construction as follows.

2.2.3.1 Coordinate

One of the definitions of coordination is constructed by Haspelmath (2004) in Shopen (2007) who stated that coordination refers to syntactic constructions in which two or more units of the equal type are combined into a larger unit with the same semantic relations as other surrounding elements. This definition is elaborated widely with the characteristics of coordinate relation by Alwi et. al (2010) as follows.

- a. Coordinate relates two or more clauses which have equal status or symmetry, in which the conjunct is independent of the clauses;
- b. In general, the clause position that is preceded by “and, or, but” coordinator is unmovable;
- c. The stable clause order in coordinate is tightly related to pronoun that does not allow cataphoric pronoun in this relation;
- d. A coordinator can be preceded by another coordinator to affirm the relation of the clauses;
- e. There is no different level of meaning of the related clauses;
- f. Semantic characteristics in coordinate relation determined by the meaning of coordinator and both lexical and grammatical meaning of the units.

In other version, Yuasa and Sadock (2002) in Haspelmath (2004) remark on five criteria of coordination:

- a. Reversibility: the conjunct units order can be changed (not the conjunctive) and does not affect the truth conditions;
- b. Application of the coordinate structure constraint that implies the constituents of one clause cannot be questioned separately;
- c. No backward anaphora that means a pronoun in the first clause cannot corefer with an NP in the second clause;
- d. It is possible to have multiple conjuncts exist in a coordinate construction;
- e. All the conjuncts are equally asserted.

It can be inferred that there are some points that is in accordance between Alwi et. al. (2010) and Yuasa and Sadock (2002). These criteria (or characteristics) of coordinator could be a guidance to make sure that a complex construction is a coordinate constructions.

2.2.3.2 Subordinate

If coordinate is the relation of juxtaposition or symmetrical construction, subordinate is an asymmetrical relation that only occurs in clauses in which one clause is the head and the other is a dependent. The term subordination is defined by several linguists; among others are Lehmann (1988), Cristofaro (2003) and Aarts (2006) in the article that talks about Subordination and Coordination from Different Perspective by Fabricius-Hansen and Ramm (2007). The definitions of subordination are as follows.

- (a) A grammatical relation R connecting syntagms X and Y is a relation of *dependency* iff X occupies a grammatical slot of Y or vice versa. In a dependency relation, Y *depends* on X iff X determines the grammatical category of the complex and thus its external relations. [...] *Embedding* is the dependency of a subordinate syntagm. (Lehmann 1988: 182).
- (b) We are now in a position to propose a functionally based definition of subordination, resting on cross-linguistically applicable and consistent criteria. By subordination will be meant a situation whereby a cognitive asymmetry is established between linked SoAs [States of Affairs], such that the profile of one of the two (henceforth, the main SoA) overrides that of the other (henceforth, the dependent SoA). This is equivalent to saying that the dependent SoA is (pragmatically) non-asserted, while the main one is

(pragmatically) asserted. (Cristofaro 2003: 33).

(c) In a general sense, if an element a is subordinate to an element b, it is less prominent than b and usually a is dependent on b. [...] It is a defining characteristic of subordination (also called hypotaxis) that the subordinate element is syntactically at a lower level in the overall structure than the element or string it is subordinate to. (Aarts 2006: 249). (Fabricius-Hansen and Ramm, 2007: 9-10).

From those three definition of the term subordination related to dependency of one element on another element syntactically, semantically and pragmatically. Moreover, Alwi et. al. (2010) characterize subordinate as follows.

- a. Subordinate correlates two or more clauses that produce a clause as part of another clause. Those clauses that are subordinative-related do not have equal status or asymmetric;
- b. One of the subordinative-relation clauses could be compound sentence;
- c. the clause position that is preceded by subordinator is movable;
- d. the use of 'comma' or long-pause between the subordinative-relation clauses;
- e. subordinative-relation bring possibility of cataphoric reference;
- f. the clause that follows subordinator contains secondary-considered information, while the the main clause contains main information;
- g. the sub-clause that is related by subordinator generally can be replaced with certain words or phrases that coincidence with the sub-clause.

Haspelmath (1995) in Shopen (2007) noted that subordination structures generally have the following properties:

- a. only subordinate clauses can be in internal position;
- b. only subordination constructions allow extraction of wh-pronouns;
- c. only subordinate clauses can be focused;
- d. only subordinate clauses allow backwards anaphora.

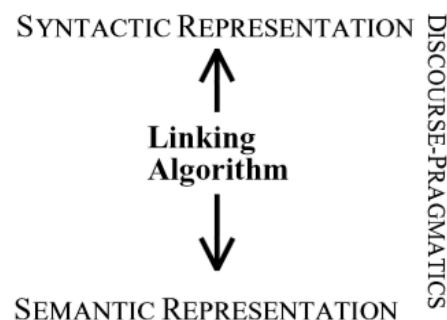
Those properties (or characteristics) of subordinate formulated by Alwi et. al. (2010) and Haspelmath (1995) could be used to characterize subordinate construction.

2.2.4 Role and Reference Grammar

Role and Reference Grammar or RRG is a theory of grammar concerned with the interaction of syntax, semantics and pragmatics that is also called monostratal theory

since it posits a single syntactic representation and a semantic representation for a sentence (Van Valin, 1997, 2000). RRG was developed by Robert D. Van Valin Jr (or Van Valin for short) and his colleagues during the late 1970s to 1990s, and is still being applied and developed up to now. It was inspired by two questions in the beginning, next followed by two additional questions RRG in the late 1980s. The first two questions were ‘what a linguistic theory would look like if it were based on the analysis of languages with diverse structure, such as Lakhota, Tagalog, Dyirbal and Barai, rather than on the analysis of English’ and ‘how the interaction of syntax, semantics and pragmatics in different grammatical systems can best be captured and explained’ (Van Valin, 2000). Then, the two additional questions were ‘is it possible for language acquisition be accounted for without recourse to an autonomous Language Acquisition Device?’, and ‘can a model of grammar that answers the typological and theoretical questions provide any insights into the neurocognitive processing of language?’ (Van Valin in Carnie et.al, 2014). By answering these four questions, RRG has been developed into simple but complete theory that can be applied to many languages that have different typology, since its monostratal representation of syntax and semantic can identify both the relational (between syntax-semantics-pragmatics-discourse) and non-relational (clause structure, grammatical relation, word order, and many others) aspect of a clause that is compatible to any language. The following is the figure of the organization of RRG.

Figure 1. Organization of Role and Reference Grammar

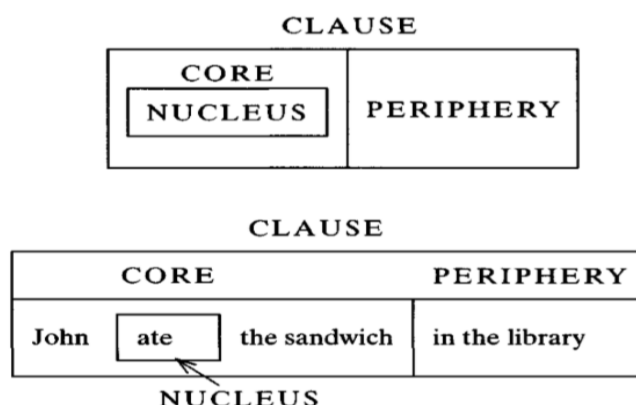


Role and Reference Grammar is a theory of grammar that interact syntax and semantics (even with pragmatics and discourse) in a clausal structure. Therefore, there is explanation of syntactic representation and semantic representation of a sentence.

2.2.4.1 Syntactic Representation of a Sentence (Simple Sentence)

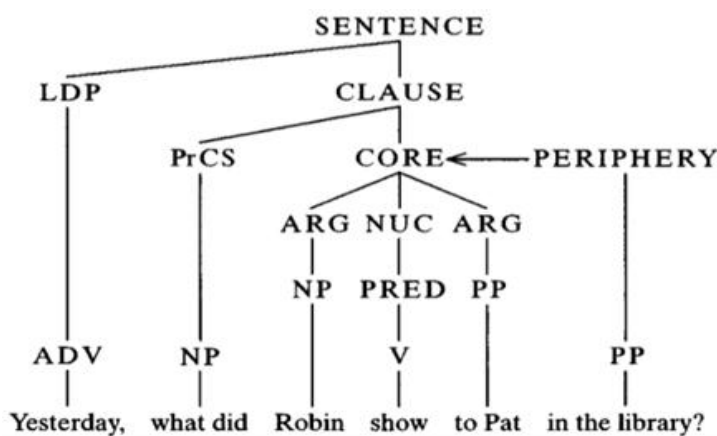
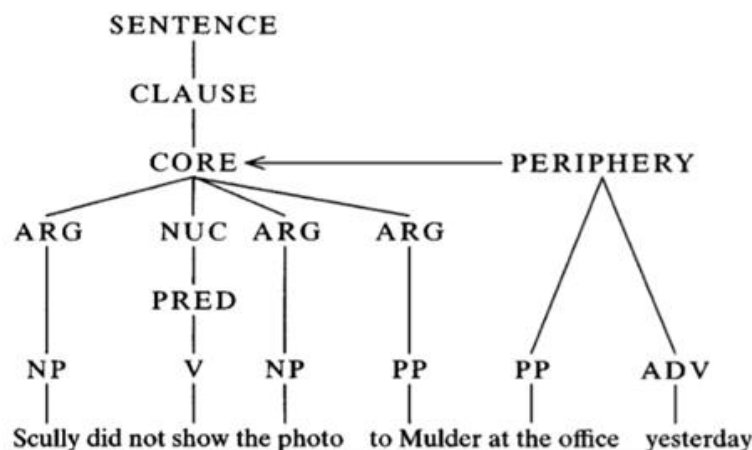
The syntactic representation that is proposed in Role Reference Grammar is called layered structure of the clause, hereafter called LSC. LSC is semantically-based non-relational syntactic structure that makes up hierarchical organization of sentence in which sentence consists of clause or clauses (if it is complex sentence), then the clause consists of CORE and Periphery. CORE is the main slot of a clause that contains NUCLEUS and predicative arguments. NUCLEUS contains Predicate (that is usually a verb). In addition, there is Periphery that contains core modifiers as locative or temporal adverb (adverbial phrase). CORE, NUCLEUS, and Periphery are the universal aspects of LSC. The distinctions among nucleus, core and periphery are essential to the clause structure of all human languages since it shows which one is predicated element, which one is not. These distinctions are independent of the lexical (or phrase) distinction as the claim is not that all languages distinguish nouns from verbs lexically, but rather structuring clauses to manifest predicate-argument structure in every language. Below is the figure of components of LSC (Valin and Foley, 1997: 26).

Figure 2. Component of LSC



There are also non-universal aspects of LSC namely LDP, PreCore Slot, PostCore Slot, and RDP. LDP is additional element like phrases that is positioned outside of the clause (pre-clausal element) but within the sentence in a left-dislocation construction. PreCore Slot is additional phrases (non-core argument) that are positioned inside of the clause but outside of the core (before the Core), in which question words or fronted element in a sentence are located. PostCore Slot is additional phrases (non-core argument) that are positioned inside of the clause but outside of the core (after the Core). RDP is additional element like phrases that is positioned outside of the clause (post-clausal element) but within the sentence in a right-dislocation construction. The algorithm of those non-core elements look like below (Valin and Foley, 1997: 30, 36).

Figure 3. Example of English LSC



Operators are grammatical categories which are qualitatively different from predicates and their arguments that modify the clause and its parts. The grammatical categories that are called operators are tense, aspect, negation, modality, status, illocutionary force, directional and evidentials. Operators modify each layer differently, since every layer has certain operators. Some operators only modify the nucleus, some modify the core, and some modify the clause. Aspect, negation, and directionals modify NUCLEUS. Directional, modality, and negation modify CORE. Status, negation, tense, evidentials, illocutionary force modify CLAUSE. Operators play important role in defining the nexus types of complex sentence according to RRG. It will be furtherly explained in point nexus types of complex sentences below.

2.2.4.2 Semantic Representation of a Sentence

Semantic representation of a sentence covers four aspects, namely state of affair, verb class (aktionsart), logical structure, and semantic macroroles.

- a. State of affairs refers to experiences in the world that follows a tradition dating back to Aristotle then exist into four types of state of affairs:

- 1). Situations: static, non-dynamic states of affairs which may involve the location of a participant or internal experience of a participant.
- 2). Events: states of affairs which seem to happen instantly.
- 3). Processes: states of affairs which involve change and take place over time, e.g. a change in location, in state or condition, or in the internal experience of a participant.
- 4). Actions: dynamic states of affairs in which a participant does something.

- b. Verb class (aktionsart) is the classification of verbs following aktionsart types.

Aktionsart is proposed originally in Vendler (1957 [1967]). Vendler argued that the verbs and other predicated elements could be classified basing on their temporal properties, then he proposed four basic classes: states, achievements, accomplishments, and activities. States is aktionsart type that

represent situation with characteristics of homogenous, unbounded (atelic) and durative verbs. Activity is aktionsart type that represents action with characteristics of heterogonous, unbounded (atelic) and durative verbs. Accomplishment is aktionsart type that represents process with characteristics of heterogonous, bounded (telic) and durative verbs. Achievement is aktionsart type that represents event with characteristics of heterogonous, bounded (telic), and punctual verbs (Vendler in Van Valin, 1997). Each of these Aktionsart types corresponds to one of basic state-of-affairs types:

State-of-affairs type	Aktionsart type
Situation	state
Event	achievement
Process	accomplishment
Action	activity

These four classes of aktionsart type can be identified in terms of [+/- static], [+/- punctual], and [+/- telic] features. Most fundamental feature is the distinction between static and non-static verbs, which distinguishes verbs which code a 'happening' from those which code a 'non happening'. Moreover, the 'telic' feature has to do with whether a verb depicts a state of affairs with an inherent terminal point or not. The [+/- punctual] feature distinguishes telic events with internal duration from those which lack it.

- c. Logical structures are also known as lexical representations for verbs. It comprises the constant predicate or the verb itself presented in boldface followed by a prime, the variable element (modifier of the predicate in the logical structure) presented in normal typeface with capital letters, and the arguments of the predicate presented in the bracket. Below is the logical structure for verb classes (Aktionsart).

Figure 4. Lexical representations for Aktionsart classes (revised version)

<i>Verb class</i>	<i>Logical structure</i>
State	predicate' (x) or (x, y)
Activity	do' (x, [predicate' (x) or (x, y)])
Achievement	INGR predicate' (x) or (x, y), <i>or</i> INGR do' (x, [predicate' (x) or (x, y)])
Accomplishment	BECOME predicate' (x) or (x, y), <i>or</i> BECOME do' (x, [predicate' (x) or (x, y)])
Active accomplishment	do' (x, [predicate' ₁ (x, (y))]) & BECOME predicate' ₂ (z, x) or (y)
Causative	α CAUSE β , where α, β are LSs of any type

- d. Macroroles (Actor-Undergoer) gives evidence that what we are not dealing with subject and direct object but dealing with a different type of relation that is tied in with important issues of lexical representation, argument structure and the content of lexical entries for verbs in the lexicon. Macroroles are generalizations across argument-types found with particular verbs which have significant grammatical consequences. The generalized AGENT-type role will be termed as Actor and the generalized PATIENT-type role will be named Undergoer.

2.2.5 Complex Sentence according to RRG

Complex sentence is generally defined as a sentence that consists of two or more than two clauses. The joined clauses are independent clauses that are joined by using conjunction (or without conjunction).

According to Van Valin there are two fundamental questions about complex sentences that must be solved by every theory; they are 'what the units are involved in complex sentence constructions', and 'what the relationships among the units in the constructions are' (Van Valin, 1997: 441). In RRG approach, the answer of the first question is derived from the layered structure of the clause (LSC) that means the units that can be joined in the complex construction are the fundamental unit in LSC: nucleus, core and clauses.

Answering the second question, RRG offer three kinds of relationship among the units joint in complex construction. They are coordination, subordination, and cosubordination. It is rather different from the complex construction relationship in traditional, structural and generative grammar point of view. Lyons (1968) in Van Valin (2005) stated that

Coordination is characterized by the joining of two or more units of equal size and status, and, in the case of whole clauses, all of the clauses have the form of independent main clauses. Subordination, on the other hand, involves the embedding of one unit in another, and the embedded unit does not normally have the form of independent main clauses. The embedded clause functions either as an argument, as in complementation, or as a modifier, as in adverbial subordinate clauses.(Cf.Lyons1968:178.)

The definition of coordination according to Lyons is supported by Haspelmath in Shopen (2007) by referring coordination to syntactic constructions in which two or more units of the same type are combined into a larger unit and still have the same semantic relations with other surrounding elements.

The clause chains with switch reference marking structure is problematic for traditional coordinate-subordinate dichotomy, since this structure seems to have properties of both coordination and subordination. Thus RRG posits three nexus relations between clauses in complex sentences (coordination, cosubordination and subordination) rather than the two of traditional, structural and generative grammar.

It must be emphasized that the specific features of cosubordination sketched in this section apply to cosubordination involving whole clauses. The crucial property distinguishing cosubordination from coordination is operator dependence, and in these examples the shared operators have all been clausal operators. As will be shown in the following sections, cosubordination applies to subclausal units as well, and for them it will be operator dependence at the level of linkage that is definitive of cosubordination.

2.2.5.1 Level of Juncture

Since the syntactic representation of a sentence in Role and Reference Grammar introduces Layered Structure of the Clause (LSC), the level in which the units of complex construction are combined or conjoined follows the slot of LSC. Thus, the theory of the conjoined units named juncture, and there are four levels of juncture of complex sentences, namely Nuclear juncture, Core juncture, Clause juncture, and Sentence juncture.

Nuclear juncture is the juncture in which two nuclei function as a single complex predicate and take a single set of core argument (Van Valin and La Polla, 1997). In other word, there is two or more predicates in a sentence that take a single set of core argument. In Bahasa Indonesia (the data), a sentence like *Pak Gemuk terlihat sedang meletakkan brosur-brosur ke dalam tiga keanjang kecil* is the example of nuclear juncture.

Core juncture is kind of juncture of complex sentence in which single clause is made up of multiple cores (Van Valin and La Polla, 1997). Therefore, there are two or more cores that contain a predicate and an argument for each core in a complex sentence. Each core may itself be internally complex that may contain a nuclear juncture. Each core may have its own core argument/s/ and not shared with other core/s/, or may be shared with other core/s/. The example of core juncture in Bahasa Indonesia (the data) is *Flo mengambil skuter mini dan menuju rumah Pak Gemuk*.

Clause juncture is a juncture of two or more clauses as a single complex sentence. Each clause contains core and periphery (Van Valin and La Polla, 1997). Therefore, there will be juxtaposed two or more core-periphery. The core and periphery are independent each other and there is no shared argument between the clauses. The example of clause juncture in Bahasa Indonesia (the data) is *Oh ya, Aritya mengambil lego mini, Hany memilih boneka serigala pink yang lucu, dan Flo*

memilih celengan berbentuk makanan.

Sentence juncture is a juncture of two or more sentence. It is rare structure, even it is not founded in the data of this research. It is supported by Pavey (2010: 219-220) that resume the characteristics of juncture as follows.

- a. Clause level- independent clauses with their own arguments
[SENTENCE...[CLAUSE ...]... + ... [CLAUSE ...]...] clausal juncture
- b. Core level- cores sharing an argument
[CLAUSE...[CORE ...]... + ... [CORE ...]...] core juncture
- c. Nuclear- juncture has one set of arguments
[CORE...[NUC PRED]... + ... [NUC PRED]...] nuclear juncture

2.2.5.2 Nexus Relation

There are three nexus relation in complex sentences. They are coordinate, subordinate, and cosubordinate. Coordinate relation is nexus relation in which every core of the clauses in it can stand on its own, outside of the chain; which each clause can be an independent utterance, and are joined by a conjunction. The definition of coordinate relation in this point also follows the previous explanation of coordinate in point 2.1.2.1 Subordinate relation is described as the relation in which there is dependency between the clauses. There are at least two dependent clauses that cannot stand alone as an independent utterance, or structurally dependent. In subordinate relation, embedded clause is the key for deciding the sentence has subordinate relation. Subordination (subordinate unit) includes two distinct construction types: units that functions as core arguments (e.g. 'subject' or 'object' complement clauses) on one hand, and as modifiers (e.g. relative clauses, adverbial clauses) on other hand. The last relation is cosubordinate. Cosubordinate is dealt with switch-reference constructions. Switch-reference is a means of showing semantic relationship between clause element (typically) in a chain of clauses (Crystal, 2008), that indicates there is a reference which signals whether the subject of the next clause is the same referent as

the subject of previous clause. Cosubordinate relation is also determined by the dependent operators that exist at the level of juncture.

Moreover, Pavey (2010: 223-225) summarized the characteristics of the nexus as below:

These can be joined by the following nexus types:

- a. Coordination- two or more units of the same type, joined symmetrically.
- b. Subordination- one unit is embedded in another. The subordinate clause is structurally dependent on the main clause. The sub clause is usually finite, marked for tense and agreement, expressing an event within another event.
- c. Cosubordination- two or more units are symmetrically joined, but one is dependent on another through the operator

Figure 5. Nexus Type

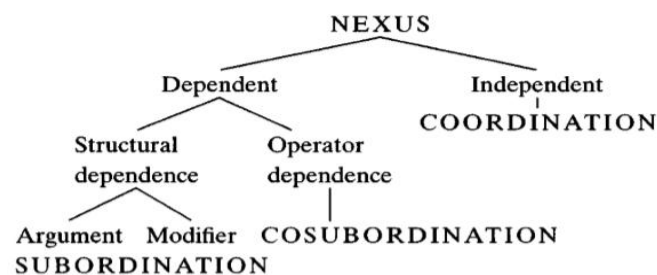
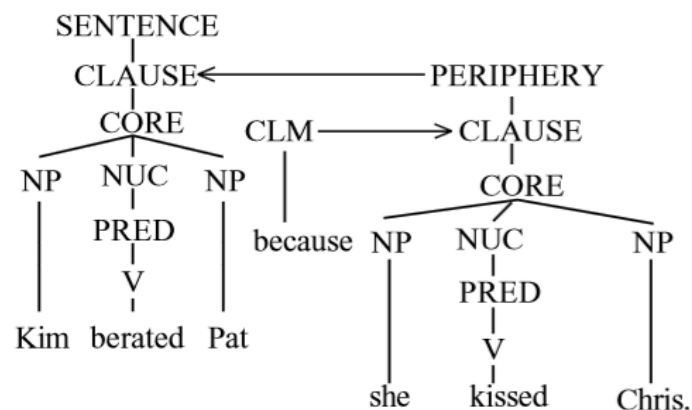


Figure 6. LSC of subordinate clause



2.2.5.3 Interaction of Nexus and Juncture

There are nine interactions of nexus and juncture: Nuclear coordination, Nuclear subordination, Nuclear cosubordination, Core coordination, Core subordination, Core cosubordination, Clausal coordination, Clausal subordination, Clausal cosubordination.

Nuclear juncture interacts with three kinds of nexus according to its

characteristics. If there is obligatory scope of a single aspect operator, it describes nuclear cosubordinate. In coordinate nuclear, each unit can be (but need not be) specified for the relevant operators that mean there is no operator dependence. The each verb in serial verb construction in coordinate nuclear is a predicate and contributes core argument. Nuclear subordination is characterized by the use of verb as aspect operator in serial verbs construction. The aspect operator-verb is not a predicate since it does not contribute any core argument.

Operators play important role in distinguishing cosubordinate nexus from coordination at all levels of juncture (Van Valin, 2005). Van valin (2005) also stated that in a cosubordinate linkage at each level of juncture (nuclear-core-clause-sentence), the linked unit is dependent upon the matrix unit for expression of the operators for that level (shared operator), but operator dependence is not significant for subordinate linkage. Meanwhile in coordinate nexus, each unit can be (but unnecessarily) independently specified for the relevant operators (there is no operator dependence). Subordinate constructions are structurally dependent. Subordinate considers two distinct construction types: as core argument units (e.g. 'subject' and 'object' complement clauses) on one hand, and as modifiers units (e.g. relative clauses, adverbial clauses) on the other hand.

Clause junctures occur in all languages, in which the core and peripheral constituents of the two clauses are independent, but of course it is possible for there to be coreference between arguments in each clause. Clause coordinate is certainly a universal nexus-juncture type. In clause coordinate, each clause is completely independent of the other in terms of operators (Van Valin, 2005).

Between (or among) the clauses or units that are conjoined in a complex construction have semantic relations that can be differentiated into nineteen semantic

relations named Interclausal Semantic Relations. Interclausal Syntactic Relations (juncture-nexus relations) are comparatively related to Interclausal Semantic Relations forming Interclausal Relation Hierarchy.

2.2.5.4 Linking Semantic-to-Syntax

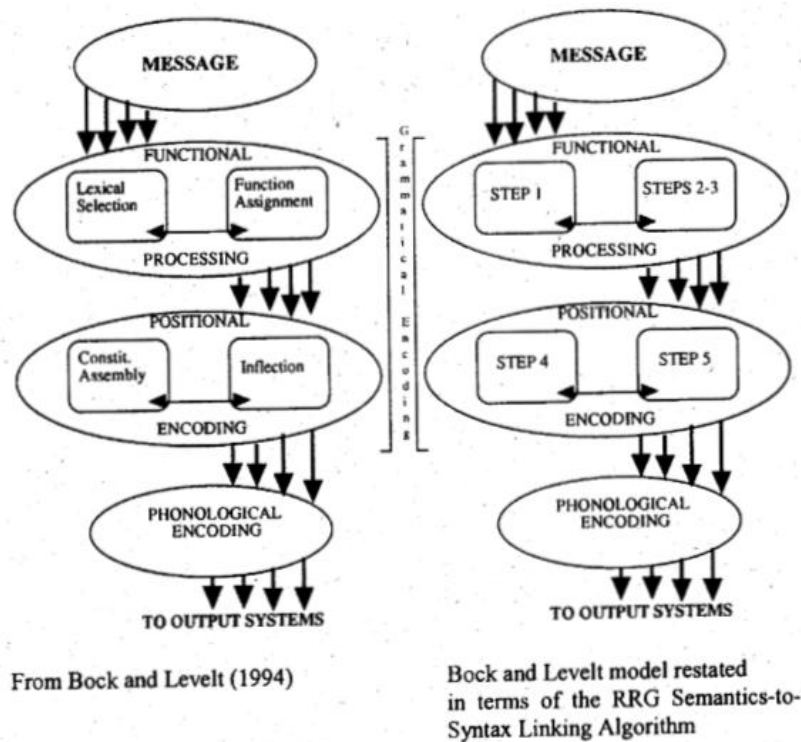
The goal of RRG is linking syntactic representation and semantic representation. RRG postulates a single syntactic representation (layered structure of the clause) that links to semantic representation (decomposition of the predicate) of the sentence by a set of rules called 'linking algorithm'. Linking algorithm assembles all possible morphosyntactic information in the sentence and match those information with the logical structure of the predicate that form linking between syntax and semantic. The link between syntactic and semantic representation is double-headed, which means it links syntactic representation to semantic representation and vice versa. The one important element in linking algorithm is macroroles (function of the arguments). Van Valin in his writing "Semantic Macroroles and Language Processing" (2006) shows that the function of the arguments (macroroles) plays important part in language processing by comparing Bock and Levelt (1994) model of language processing and RRG linking algorithm. By comparing Bock and Levelt model of language processing and RRG linking algorithm, it shows that the RRG semantics-to-syntax linking algorithm is a suitable prototype for the grammatical encoding process in the production process. The constituents of the syntax-to-semantics linking algorithm establish a plausible parsing and interpretation component for the speech-comprehension system. It also shows that the components of a linguistic theory (like RRG) can be applied directly in psycholinguistic models of language processing.

According to Bock and Levelt (1994) in Van Valin (2006), the processes of language production can be divided into grammatical encoding that covers both the

selection of appropriate lexical concepts and the assembly of a syntactic framework, and phonological encoding that covers the assembly of sound forms and the generation of intonation. Language production processes include four levels namely the message level, the functional level, the positional level, and the phonological level, in which grammatical encoding covers both the selection of appropriate lexical concepts (functional processing) and the assembly of a syntactic framework (positional processing). Functional processing integrates a set of lexical specifications with a set of syntactic functions, which in turn guide a framework creation for positioning the words, or in other words, a framework that controls positional processing. The primary subcomponents of functional processing are lexical selection and function assignment. Lexical selection involves recognizing the lexical concepts and lemmas that are suitable for conveying the message. The second component is function assignment. This involves assigning syntactic relations or grammatical function of among the lemmas. Positional processing fixes the order of the elements in an utterance. It involves the formation of an ordered set of word slots and morphological slots that make output of an ordered set of word forms and their inflections.

The language production process scheme proposed by Bock and Levelt (1994) in Van Valin (2006) is parallel with the scheme of semantic-to-syntactic linking in RRG. It is shown by the diagram below.

Figure 6. Grammatical encoding in Bock and Levelt



Therefore, the linking procedure from semantics (logical structure) to syntax (layered structure of the clause) is summarized in below.

Linking algorithm: semantics→syntax

- a. Construct the semantic representation of the sentence, based on the logical structure of the predicator.
- b. Determine the actor and undergoer assignments, following the actor–undergoer hierarchy.
- c. Determine the morphosyntactic coding of the arguments
 - 1). Select the privileged syntactic argument, based on the privileged syntactic argument selection hierarchy and principles.
 - 2). Assign the arguments the appropriate case markers and/or adpositions.
 - 3). Assign the agreement marking to the main or auxiliary verb, as appropriate.
- d. Select the syntactic template(s) for the sentence following the principles.
- e. Assign arguments to positions in the syntactic representation of the sentence.
 - 1). Assign the [–WH] argument(s) to the appropriate positions in the clause.

- 2). If there is a [+WH] argument of a logical structure, 1. assign it to the normal position of a non-WH-argument with the same function, or 2. assign it to the precore or postcore slot, or 3. assign it to a position within the potential focus domain of the clause (default=the unmarked focus position).
- 3). A non-WH argument may be assigned to the precore or postcore slot, subject to focus structure restrictions (optional).
- 4). Assign the [−WH] argument(s) of logical structure(s) other than that of the predicator in the nucleus to 1. a periphery (default), or 2. the precore or postcore slot, or 3. the left- or right-detached position.

2.2.6 Language Development

There are many references of language development proposed by psychologist, linguist, or psycholinguist. One of them is the milestones of language development by R. Paul (2001) that formalize the development of language form from 1 to 18 years old. Below is the development of language form that commonly happens on children at 7 to 12 years old. This milestone becomes a reference for me to decide which year is suitable to study its language form, especially complex construction.

Typical Age	Form Milestones
7–9 years	Literate language syntax needed for academic participation develops. A few errors in noun phrases (“much bricks”) persist. Articulation is mostly error-free; some difficulty with complex words may persist (e.g., aluminum). Phonological knowledge is used in spelling.
9–12 years	Syntax used in school texts is more complex than that used in oral language. Use of word order variations increase in writing (“Near the pool I put a fence”). Metacognitive skills emerge.
12–14 years	Use of perfect aspect (<i>have/ had</i> +[verb]) increases. Syntax used in writing is more complex than that used in speech. Knowledge of stress rules (yellowjacket vs. yellow jacket) is acquired.
15–18 years	Complexity in written language is greater than in spoken language. Full adult range of syntactic constructions reached.

Note. From *Language Disorders From Infants Through Adolescence: Assessment and Intervention*, by R. Paul, 2001, Philadelphia: Mosby. Copyright 2000 by Elsevier. Adapted with permission. Based on previous works of Chapman (2000), Miller (1981), and Nippold (1998).

CHAPTER III

RESEARCH METHODS

This chapter provides the readers with the research design, data, data collection techniques, and data analysis techniques.

3.1 Research Design

This research is syntax-semantics study of text that has psycholinguistic background of language production process. It used descriptive qualitative method with referential identity method to analyse the data. Descriptive qualitative research is research that tries to describe social (includes linguistic) phenomena qualitatively. Bogdan and Taylor in Moleong (2000: 3) define qualitative method as research procedures which produce descriptive data in the form of written or oral report of the object's observation. Referential identity method is one of linguistic research method which the means of determiner is appointed by language reference of the data (Sudaryanto, 2015).

3.2 Data

The data, which are analysed in this study, are sentences of narration written in novel that is analysed its syntactic structure and semantic roles. The novels that are used as source of data are three novels written by 10 to 12 years old children in Bahasa Indonesia, and novel for children written by adult. These novels are well-known as *Kecil-Kecil Punya Karya (KKPK)* series that are entitled *Congklak Misterius*, *Rumah Roti Rachel*, and *The Blue Clue*. The novel by adult is *Layang-*

Layang Patah. The sentences used as data are declarative sentences in narration part, not the dialog ones. After doing preliminary study on those three novels written by children, I took one novel that is written by 11 years old child as it is the most representative data. Representative here means the most amount of data and the most types of data among the other data. The data of novel written by 11 years old child is compared to the data of novel written by adult.

3.3 Data Collection Technique

I used observation method to collect the data by using non-participant observation on narration sentences in three KKPK novels and one children novel by adult. Those three novels were chosen since the pages of the three novels are relatively equal. Then complex sentences that are written in the novels' narration part were selected to put into data source. The next step is recording the data by retyping them in data card, and the data are ready to analyze by classifying and categorizing it. There are 335 complex sentences from the novel written by children, and 219 complex sentences from novel written by adult. Those whole complex sentences are the population of this research, while the sample is the complex sentence that include in certain classification according to the theory. From 335 complex sentences of the novel written by children, it is 127 complex sentences produced by 11 years old child writer.

3.4 Data Analysis Technique

I analyzed complex sentences in novels for children written by children and adult. In

order to analyse the data, I used referential identity method with referential competence-in-dividing technique (Sudaryanto, 2015). The data were analyzed by using referential identity method, a method that the determining tool is the language reference (Sudaryanto, 2015). After completing the data, the first step of analysis is grouping the sentences into categories based on the theory. Second, count the number of sentences that had been categorized. Third, describe syntactic structure of the sentence and semantic role of each phrase in a sentence. The fourth step considering the most representative data among the three ages of children writer, then deciding the 11 years old is the most representative data. The fifth step is comparing among sample of analysis of 11 years old child works and adult work. The final step is making linking between semantic-to-syntax representations to show language production scheme. Then in presenting data, I used informal method (Sudaryanto in Kesuma, 2007: 71).

3.5 Method of Presenting Result of Analysis

Then in presenting data, she used informal method which means using ordinary words (sentences) that is easily understood at glance and no symbolic used in explaining what she got from the research -even though there are some technically terms. (Sudaryanto in Kesuma, 2007: 71).

CHAPTER IV

RESULT AND DISCUSSION

4.1 The Classification and Categorization of Complex Sentences in Both Children Novels Written by Child and Adult

Complex sentence, as defined in the previous chapter, is a sentence construction made up of two or more simple sentences that are linked using conjunction or comma that create a grammatical relation between (or among) the linked sentences in a whole construction. And it has been written in chapter II about the definitions and characteristics of coordinate-subordinate-cosubordinate. According to Alwi et. al. (2010) one of the contributing element of the differences between coordination and subordination (Alwi et. al. do not state cosubordinate as complex sentence relation in Bahasa Indonesia) is conjunction. Conjunction makes a sentence correlate with another sentence in complex construction to determine what relation the construction has. It is supported by Alwi et. al. who give syntactic and semantic characteristics of coordinate and subordinate, among the characteristics is the order of the clauses and conjunctions. Ramlan (1981) stated that there are two kinds of conjunction based on grammatical relation, namely coordinating conjunction (coordinator) and subordinating conjunction (subordinator). Based on his research, Ramlan recorded 114 conjunctions, in which 26 conjunctions are coordinating conjunctions and the rests are subordinating conjunctions. The coordinating conjunctions are: *akan tetapi, atau, bahkan, baik ... ataupun, baik ... maupun, dan, dan lagi, hanya, kemudian, lagi, lagi pula, lalu, lantas, malah, malahan, melainkan, namun, padahal, sebaliknya, sedang, sedangkan, serta, tambahan lagi, tambahan pula, tapi, tetapi*. And the rest conjunctions are subordinating conjunction, such as: *sambil, sementara, saat,*

sebelum, setelah, bahwa, jika, karena, untuk, and many others (see the appendix). The conjunctors I found in data are *dan, atau, tapi, tetapi, bukan ... melainkan, sedangkan, sambil, sekalian, sementara, sewaktu, saat, ketika, kemudian, lalu, meskipun, walaupun, setelah, sebelum, sehabis, sejak, sampai/hingga, sehingga, supaya/agar, kalau, bahwa, jika, asal, karena, bersamaan dengan, untuk*. Based on the conjunction grouping made by Ramlan (1981), the coordinating conjunction found in data are: *dan, atau, tapi, tetapi, bukan ... melainkan, sedangkan, kemudian, lalu*; and the subordinating conjunctions are: *sambil, sekalian, sementara, sewaktu, saat, ketika, meskipun, walaupun, setelah, sebelum, sehabis, sejak, sampai/hingga, sehingga, supaya/agar, kalau, bahwa, jika, asal, karena, bersamaan dengan, untuk*. Instead of the existed conjunctions in the data, complex sentence also determined by the existence of multi clauses in a construction that is separated by comma like those found in data.

The data discussed in this chapter is continuation of the previous research data that have been reported in article journal of this thesis. In the article journal, I discussed three ages of children writers, i.e. 10-12 years old, who wrote novels. I chose a novel title for each age of child writer; therefore, there are three novels that become the data. Based on this previous data, complex sentence in the novel that is written by 11 years old child is the most plenty data to further analysis. It is also the most comparable to the children novel written by adult.

The classification of complex sentence in this research follows what RRG has formulated, that is based on juncture-nexus types of complex sentence. Grouping the complex sentences into juncture types is by observing in what juncture (nucleus, core, clause) the each predicate is joined, since there must be more than one predicate existed in a construction. After deciding the juncture types, the nexus types of the

complex sentences are determined by basing on the conjunction exists in a construction that follows Ramlan's list of conjunctions. The following chapter will describe the grouping complex sentence into its juncture-nexus types.

4.1.1 Quantification of Complex Sentences in Children's Written Novel (Preliminary Study)

The first step of the analysis in this thesis is making quantification analysis of the complex sentence type. The table of complex sentence types in children's written novel is as follows.

Table 4.1 Juncture-nexus in complex sentences of novel written by children

Age	Coordinate			Subordinate			Cosubordinate		
	Nuclear	Core	Clause	Nuclear	Core	Clause	Nuclear	Core	Clause
10	18	31	8	1	45	9	1	2	0
11	13	37	7	2	38	20	0	2	0
12	5	21	6	0	36	14	0	0	0
Total	36	89	21	3	119	43	1	4	0

Table 4.2 Difference between simple and complex sentences of novel written by children

age	simple sentence	complex sentence	Difference
10	241 (67%)	121 (33%)	120 (33%)
11	229 (65%)	127 (35%)	102 (28%)
12	180 (67%)	87 (33%)	93 (34%)

From table 4.1, it shows that the most available juncture-nexus in children's written novel is Core-Subordinate construction, and then followed by Core-Coordinate and Core-Cosubordinate constructions. It is interesting that core juncture is the most productive juncture in Children's writing. Core juncture means there are two separated predicates with its own arguments that are correlated in a complex construction as a sentence. If the numbers of core juncture is the most productive, it can be assumed that child can combine two different but connected actions that involve different actor of each action into one complex sentence that is clear which actor and undergoer is. It is in accordance with the finding of Van Valin's research in his paper *The Acquisition of Complex Sentences: a case study in the role of theory in the study of language development* (2001) that stated sub-clausal unit (core juncture) will appear before the whole clauses (clause juncture). Regarding the nexus type that dominates complex sentence type is subordinate; it can be predicted as the subordinate conjunction (subordinator) is more available than the coordinate conjunction. It is in line with the findings of Ramlan (1981) in his research on conjunction in Bahasa Indonesia. When we take a look at each age of the children writer, the 10 years old child dominantly produce Core-Subordinate, Core-Coordinate and Nuclear-Coordinate. While the 11 and 12 years old children dominantly produce Core-Subordinate, Core-Coordinate and Clause-Subordinate. It shows that the youngest writer tends to make complex construction at the sub-clausal level with coordinate relation. The older writers tend to produce core and clause level of complex construction with subordinate relation. Cosubordinate relations seems very rare construction that children create.

Table 4.1 also shows us that clause juncture is the second-level productive juncture for subordinate and coordinate nexus. The production of clause-coordinate is

also at the middle level of production that is not differed a lot with nuclear coordinate and nuclear subordinate. The unique thing happens to clause cosubordinate and nuclear cosubordinate as there is not found any clause cosubordinate and only one nuclear cosubordinate found in Children's written novel. I assume that clause cosubordinate is a construction that is not possible to exist, since there is no operator at clause level that can be shared. Nuclear cosubordinate is only one found in data, that could be caused by it is not easy to share the operator at the nuclear level.

Table 4.2 shows us the quantity of juncture-nexus in the novel written by children. From the table 4.2 above, we can give attention on comparison of the difference between simple sentence and complex sentence at the age of 10, 11, 12, and adult. From the whole narration text in novel, simple sentence is more dominant than complex sentence. It is logic since simple sentence is easier to create and simpler structure. Percentage of the simple and complex sentence quantity of the age of 10 and 12 is same, as the simple sentences percentage is 67%, the complex sentences percentage is 33%, and the difference between simple and complex sentences is 33-34%. The percentage of the simple and complex sentence quantity of the age 11 is different from the age 10 and 12. It is 65% for the simple sentence percentage, and 35% for the complex sentence percentage that is produced by 11 years old writer. The percentage of the difference between simple and complex sentence of the age 11 is 28%. Percentage of the simple and complex sentences produced by adult is 58% for simple sentences, 42% for complex sentences, and 16% difference between simple and complex sentences. Since the percentages of sentence quantity of the children writer are polarized, the percentage belongs to 11 years old writer is potential to compare with the percentage of adult writer. These percentages become consideration of deciding the age of 11 years old child writer as representative, in addition to the

plenty of types and quantities of each juncture-nexus complex sentences produced by the 11 years old child writer in the novel.

Instead of the difference quantity of complex sentence in each juncture-nexus relation, there is also difference conjunction between complex sentences in children's written novel and children novel written by adult. The conjunctions that are only used by adult are *bukan ... melainkan* in '*Sebenarnya genggong bukan permainan asli anak-anak Baruagunuang, melainkan asli Padang*', and *asal* '*Memang, Mama pernah bilang tidak apa-apa laki-laki menangis asal untuk alasan yang layak*'. The other conjunctions are frequently used by both age of writers.

4.1.2 Quantification and Classification of Complex Sentences in Novel Written by Child and Adult (Comparison)

After deciding the age of child writer to compare with adult writer, I make comparative table of both writing based on the juncture-nexus type and the different amount of simple and complex sentences. Below are the tables.

Table 4.3 Comparison of juncture-nexus in complex sentences of novel written by child and adult

Age	Coordinate			Subordinate			Cosubordinate		
	Nuclear	Core	Clause	Nuclear	Core	Clause	Nuclear	Core	Clause
11	13	37	7	2	38	20	0	2	0
adult	39	42	21	0	59	36	5	0	0

Table 4.4 Difference between simple and complex sentences of novel written by child and adult

age	simple sentence	complex sentence	difference
11	229 (65%)	127 (35%)	102 (28%)
adult	297 (58%)	213 (42%)	84 (16%)

Table 4.3 shows core subordinate is the most available juncture nexus followed by core coordinate for both child and adult. Then it is followed by clause subordinate and nuclear coordinate for the child writing. While for adult, it is followed by nuclear coordinate and clause subordinate. It shows that the complex construction produced by the child and the adult is nearly same. We can infer that the capability of the child in producing complex construction has been developed close the adult level. The difference is the child produces more core and clause juncture than nuclear juncture, while the adult produces more core and nuclear juncture than clause juncture.

Table 4.4 shows how far the difference between simple and complex construction produced in the writing of both child and adult. Both writers produce more simple sentences that complex sentences. Nevertheless, the difference number of sentences between simple and complex for the adult writer is less than the child writer. In percentage, the difference between simple and complex sentences in the adult writing is only 16%. Meanwhile, it reaches 28% differences between simple and complex sentences in the child writing. The lesser difference indicates the more amounts of complex sentences produced. It is reasonable since the language and cognitive capability of the adult has been mature.

4.1.3 “Special” and Elliptic Construction of Complex Sentence

Table 4.5 Special and Elliptic Construction of Complex Sentence

	Children	Adult
--	----------	-------

"special" sentence	19	16
--------------------	----	----

Beside the nexus-juncture relation that is explained above, there is also constructions found in data that are “special” and elliptic complex sentences in children’s written novel and children novel written by adult. “special” means the constructions are ambiguous, and not a sentence even not a clause. I name it ambiguous since there is double-conjunctor or improper conjunction that makes the complex sentence cannot be understood. The complex sentences found in data are also includes without-conjunctor constructions, that means there is only comma (,) to correlate the unit. The example of ambiguous construction is “*Offie yang sedang meminum limun sampai tersedak*”, and “*Bahwa baru tahun lalu dokter menyatakan Alvin tidak membutuhkan terapi lagi meskipun dia masih harus memakai penyangga*”.

Elliptic constructions found in the data in form of argument ellipsis like “*Keranjang itu terbuat dari anyaman dan diberi warna coklat*” and predicate ellipsis like “*Didi memilih jus stroberi dan Didit jus apel*”. This ellipsis is possible as to make the sentence efficient but still grammatical.

4.1.4 Categorization of Complex Sentences in Novel Written by Child and Adult (Comparison)

In addition to complex sentence classification that has been discussed above, the complex sentences can also be identified their word (and phrase) category filling Predicate function that is conjoined into a complex construction. The word (and phrase) category in Bahasa Indonesia that fills the predicate can be syntactic category of noun (N), verb (V), adjective (Adj), adverb (Adv), adposition, numeral,

conjunction, and pronoun. Below is the table of syntactic category that fills Predicate in complex sentence construction found in data.

Table 4.6 Syntactic categorization of predicate filler of complex sentences in novel written by child and adult (comparison)

Categorization of Predicate Filler for Each Juncture	Age	
	11 y.o.	Adult
NUCLEAR juncture	VV AdvV AdjV	VV AdjV AdvV
CORE juncture	Adj Conjunction Adj V Conjunction V V, Conjunction V V, V Conjunction V, V V Conjunction Adj Conjunction V, Adj Conjunction Adv, V	Adj Conjunction Adj V Conjunction V V, Conjunction V V, V (, V, V) Adj, Adj V Conjunction Adj V N V Conjunction V, V Conjunction V, Adj
Clause juncture	Vclause Conjunction Vclause. Vclause, Conjunction Vclause. Conjunction Vclause, Vclause. Conjunction V, V. AdjClause Conjunction Vclause.	AdjClause, AdjClause. Vclause, Conjunction AdjClause. Vclause Conjunction Vclause. Vclause, Conjunction Vclause. Vclause, Vclause. Nclause, Conjunction AdjClause. Nclause Conjunction Nclause. Vclause, Vclause, Vclause. Conjunction Vclause Nclause Vclause. Conjunction Vclause, Vclause. Conjunction, Vclause Conjunction Vclause. Conjunction AdjClause, Vclause. AdjClause Conjunction Vclause. Vclause Conjunction Nclause. Vclause Conjunction AdjClause.

From the table it can be known that in Nuclear juncture, there is no differences of syntactic category variations that fills Predicate. Both writers, the adult and the child, produce VV, AdvV, and AdjV construction for Nuclear juncture. In Core juncture,

there are seven similar constructions that have syntactical category of Adj Conjunction Adj; V Conjunction V; V, Conjunction V; V, V; Conjunction V, V; V Conjunction Adj; Conjunction V, Adj. the construction of Conjunction Adv, V is only found in the child's writing. There are two different constructions that are only found in the adult's writing, they are V N V and Adj, Adj construction. In Clause juncture, the child writer only create five variations of construction such as Vclause Conjunction Vclause; Vclause, Conjunction Vclause; Conjunction Vclause, Vclause; Conjunction V, V; AdjClause Conjunction Vclause. While the adult writer produces fifteen variations of Clause juncture construction that involve V, Adj, N category of the clauses.

4.2. The Syntactic and Semantic Characterization of Complex Sentence Both Children Novels Written by Child and Adult

According to the findings in table 2 and 3 above, there are eight types of complex sentence created by children writer, and six types of complex sentence created by adult writer. Below is the sample of each juncture-nexus types of complex sentences that is randomly taken from the table of the whole data (see appendix).

4.2.1 Sample of Juncture-Nexus Types of Complex Sentences

4.2.1.1. Children's Written Novel

1. Nuclear Coordinate: this juncture-nexus relation has two or more equal nuclei (predicates) that position in a row and contribute arguments form a nuclear juncture. The samples of nuclear coordinator in novels written by children are as follows.

Di tikungan jalan, Rachel berbelok berlawanan arah dengan rumahnya.

2. Core Coordinate: this juncture-nexus relation has two or more equal cores that is linked by a coordinating conjunction in which each core contains argument and nuclear. The coordinating conjunction might be *dan*, *tapi*. The samples of core coordinator in novels written by children are as follows.

Dia tidak langsung pulang, tapi ingin mampir ke toko kue Tante Ira yang menjual aneka kue

3. Clause Coordinate: this juncture-nexus relation conjoin two or more equal clauses by coordinating conjunction or comma. The samples of clause coordinate in novels written by children are as follows.

Rachel mencari-cari bukunya di dalam tas tetapi dia tidak menemukannya

4. Nuclear subordinate: this juncture-nexus relation contain two nuclei forming a nuclear, in which the one nuclear is embedded nuclei that functions as aspect operator or adverb of the main nuclear that contains predicate. The samples of nuclear subordinate in novels written by children are as follows.

a. *Tante Ira terus memerhatikan cara kerja Rachel*

b. *Anak-anak pun jadi tergoda untuk mencicipinya.*

5. Core subordinate: this juncture-nexus relation contain two or more cores forming a core, in which the one core is the main core that contains predicate, and the other core is depended core that modify the main core. The depended core is joined to the main core using subordinating conjunctions. The samples of core subordinate in novels written by children are as follows.

Rachel akan membuat pizza untuk praktik pertama membuat roti

6. Clause subordinate: this juncture-nexus relation contains two or more clauses in which one clause is depended on the main clause. The depended clause is positioned after subordinating conjunction. The samples of clause subordinate in novels written by children are as follows.

Kalau menonton film setiap hari, dia pasti bosan

7. Nuclear cosubordinate: this juncture-nexus relation contains two or more nuclei in a core that are structurally coordinated predicates but depended functioned as aspect operator. The depended nucleus is an aspect operator that is shared to the both conjoined predicates. The sample of nuclear cosubordinate in novels written by children is as follows.

Flo sudah selesai bermain.

8. Core cosubordinate: this juncture-nexus relation contains two or more cores in a clause that are structurally coordinated but subordinately functioned.

Tante Ira menyuruh karyawannya menyiapkan bahan-bahan untuk membuat cupcake.

4.2.1.2 Children novel by adult

1. Nuclear coordinate: this juncture-nexus relation has two or more equal nuclei (predicates) that position in a row and contribute arguments form a nuclear juncture. The sample of nuclear coordinator in novels written by adult is as follow.

Dia terlanjur menyombongkan liburan itu kepada mereka.

2. Core coordinate: this juncture-nexus relation has two or more equal cores that is linked by a coordinating conjunction in which each core contains argument and nuclear. The coordinating conjunction might be *dan*, *tapi*. The samples of core coordinator in novel written by adult are as follows.

Dengan bangga Mido menyorotkan senternya dan mendengus melihat senter kecil yang dibawa Alvin

3. Clause coordinate: this juncture-nexus relation conjoins two or more equal clauses

by coordinating conjunction or comma. The sample of clause coordinate in novels written by adult is as follows.

Alvin menyalakan senternya dan Mido tersentak melihat terangnya senter kecil itu.

4. Core subordinate: this juncture-nexus relation contain two or more cores forming a core, in which the one core is the main core that contains predicate, and the other core is depended core that modify the main core. The depended core is joined to the main core using subordinating conjunctions. The sample of core subordinate in novel written by adult is as follows.

Sebenarnya, Mido engan menemui orang-orang yang sudah menggagalkan liburannya.

5. Clause subordinate: this juncture-nexus relation contains two or more clauses in which one clause is depended on the main clause. The depended clause is positioned after subordinating conjunction. The samples of clause subordinate in novels written by children are as follows.

Daya listrik di sini belum cukup besar sehingga jalan-jalan banyak yang gelap.

6. Nuclear cosubordinate: this juncture-nexus relation contains two or more nuclei in a clause that are structurally coordinated predicates but depended funtioned as aspect operator. The depended nucleus is an aspect operator that is shared to the both conjoined predicates. The sample of nuclear cosubordinate in novel written by adult as follows.

Mido tidak tahan untuk tidak bercerita kepada teman-temannya.

4.2.2 The Syntactic and Semantic Representation of Complex Sentence

The characterization of each type is as follows.

a). Children writers

1. Nuclear coordinate:

Tak lama kemudian, tiga orang anak berjalan kaki masuk ke gang kompleks

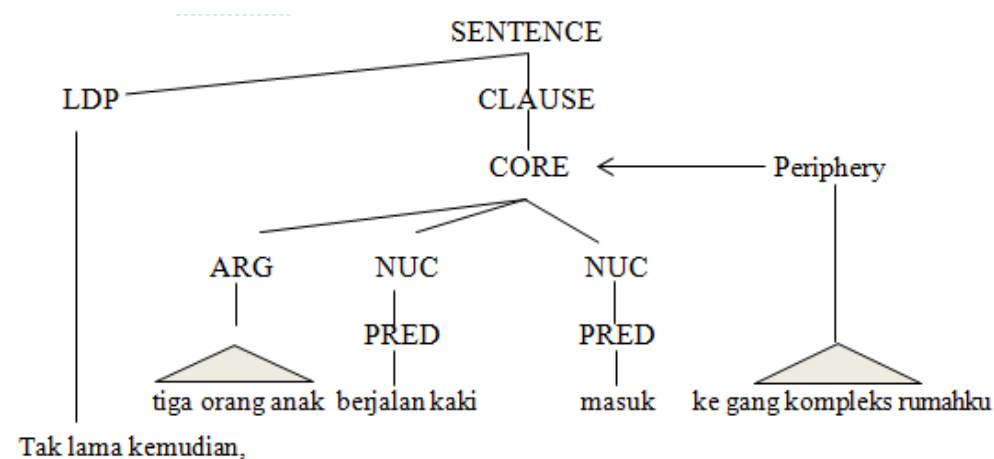
Few minutes later, three children walked entering the street to my house

rumahku.

residence.

It is one sample of the thirty-six nuclear coordinate constructions that is produced by children writers. It is nuclear coordinate since there are two predicates in a clause that both predicates has sharing arguments. The LSC and semantic representation of this constuction is as below.

LSC (syntactic representation) of nuclear coordinate:



Semantic representation:

Tak lama kemudian [do' (tiga orang anak [walk' (tiga orang anak)]) BECOME enter' (tiga orang anak) ke gang kompleks rumahku]

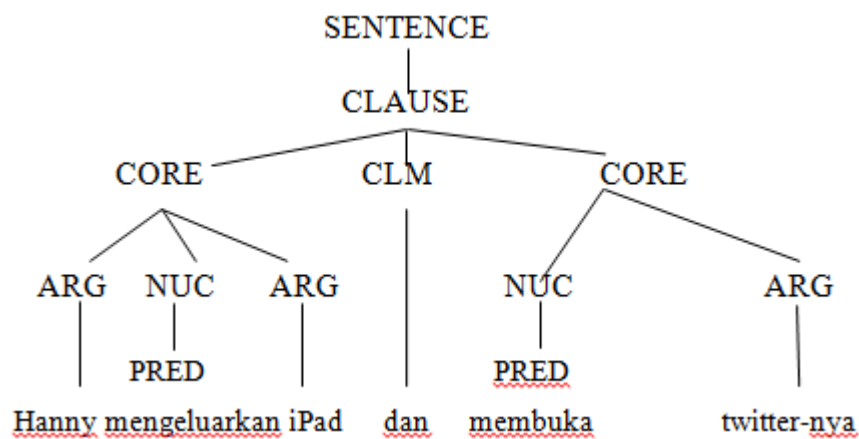
2. Core coordinate:

Hanny mengeluarkan iPad dan membuka twitter-nya

Hanny brang out iPad and opened her twitter

It is one sample of the eighty-nine core coordinate constructions that is produced by children writers. It is core coordinate since there are two predicates joined by coordinating conjunction “*dan*” in a clause that both predicates has sharing arguments. The LSC and semantic representation of this constuction is as below.

LSC (syntactic representation) of core coordinate:



Semantic represent tation:

do'((Hanny [bring out'(Hanny, iPad)]) and (Hanny [open'(Hanny, twitter-nya)]))

3. Clause coordinate:

Aritya mengambil lego mini, Hanny memilih boneka serigala pink yang lucu dan

Aritya took mini lego, Hanny chose a cute pink wolf doll and

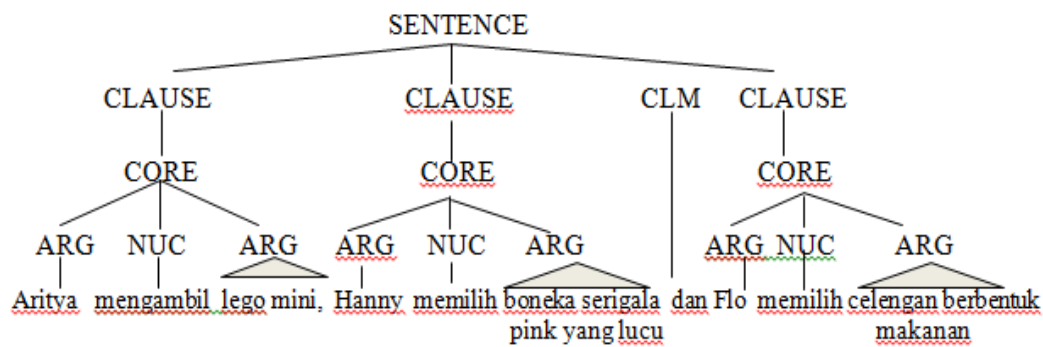
Flo memilih celengan berbentuk makanan.

Flo chose foody-shape money box.

It is one sample of the twenty-one clause coordinate constructions that is produced by children writers. It is clause coordinate since there are three predicates in

each clause with its arguments joined by ‘comma’ and coordinating conjunction “*dan*” in a sentence. The LSC and semantic representation of this construction is as below.

LSC (syntactic representation) of clause coordinate:



Semantic representation:

do'(Aritya [take'(Aritya, lego mini)]), do'(Hanny [choose'(Hanny, boneka)]), do'(Flo [choose'(Flo, celengan)])

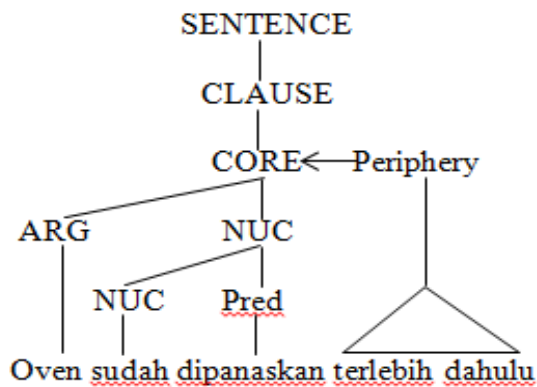
4. Nuclear subordinate:

Oven sudah dipanaskan terlebih dahulu

Oven has been heated (hot) firstly

It is one sample of the three nuclear subordinate constructions that is produced by children writers. It is nuclear subordinate since there are two nucleus that one of the nucleus is predicate in a clause that has its argument, and another nucleus is aspect operator of the predicate. The LSC and semantic representation of this construction is as below.

LSC (syntactic representation) of nuclear subordination:



Semantic representation: $\langle_{\text{aspect}} \text{PERFECT} [\text{BECOME heat}'(\text{oven}[\text{heat}(\text{oven}))]) \rangle$

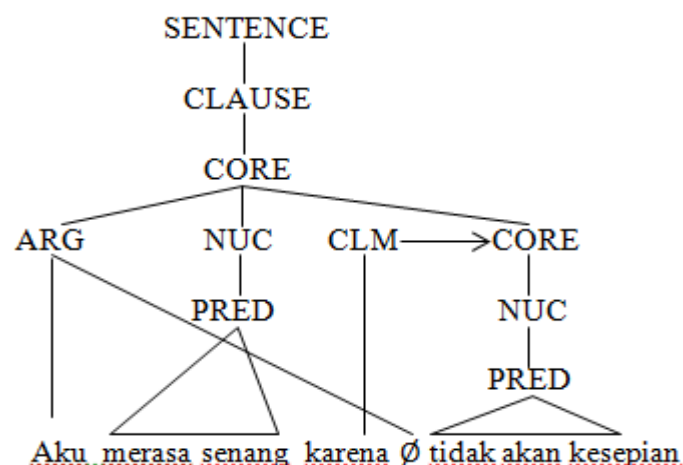
5. Core subordinate:

Aku merasa senang karena tidak akan kesepian

1sg felt happy because would not be alone (feel lone)

It is one sample of the one hundred-and nineteen core subordinate constructions that is produced by children writers. It is core subordinate since there are two predicates in each core that are joined by subordinating conjunction “*karena*” that makes the second core is embedded to the first core in a sentence. There is sharing argument between the matrix core and the embedded core. The LSC and semantic representation of this construction is as below.

LSC (syntactic representation) of core subordination:



Semantic representation:

[(feel happy' (1sg[feel happy (1sg)]) cause <NEG[feel love' (1sg[feel love (1sg)])]>]

6. Clause subordinate:

Flo menyeruput jus apelnnya, setelah dia memakan pai apel yang dibeli bunda

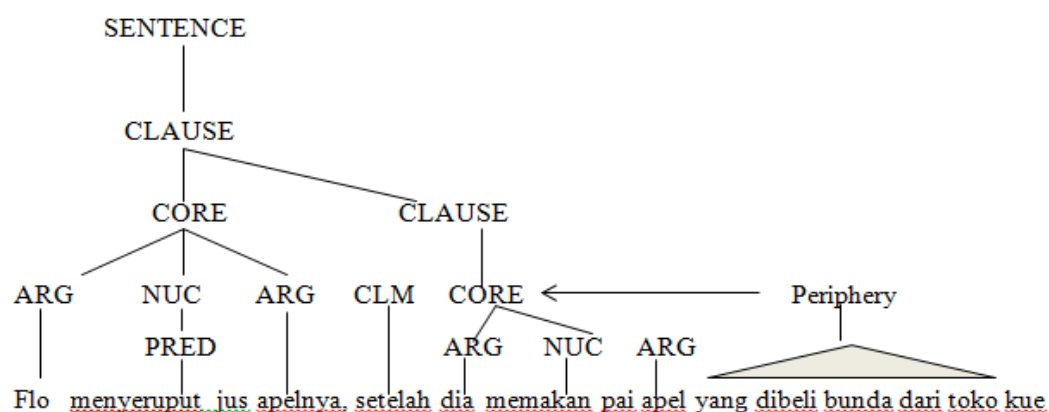
Flo sipped the apple juice, after 3sg ate apple pie which is bought by her mom

dari toko kue.

from cookies shop.

It is one sample of the one forty three clause subordinate constructions that is produced by children writers. It is clause subordinate since there are two clauses that are joined by subordinating conjunction “*setelah*” that makes the second clause is embedded to the first clause (matrix clause) in a sentence. Each clause has its arguments and predicate. The LSC and semantic representation of this construction is as below.

LSC (syntactic representation) of clause subordination:



Semantic representation:

[do'(Flo[sip'(Flo, jus apelnnya))] after do'(3sg (Flo) [eat'(3sg, pai apel)])]

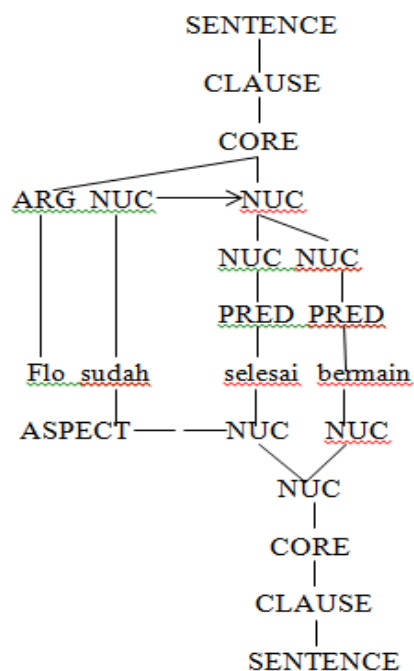
7. Nuclear cosubordinate:

Flo sudah selesai bermain

Flo has finished playing

It is the only nuclear cosubordinate constructions that is produced by children writers. It is nuclear cosubordinate since there are three nuclei in a clause that both conjoined nuclei are coordinated predicates and a depended nucleus as aspect operator. The depended nucleus is an aspect operator that is shared to the both conjoined predicates. The LSC and semantic representation of this construction is as below.

LSC (syntactic representation) of nuclear cosubordination:



Semantic representation:

<_{aspect}PERFECT [do'(Flo [play (Flo)]) & BECOME finish'(Flo [do'(Flo [play'(Flo)])])]]>

8. Core cosubordinate:

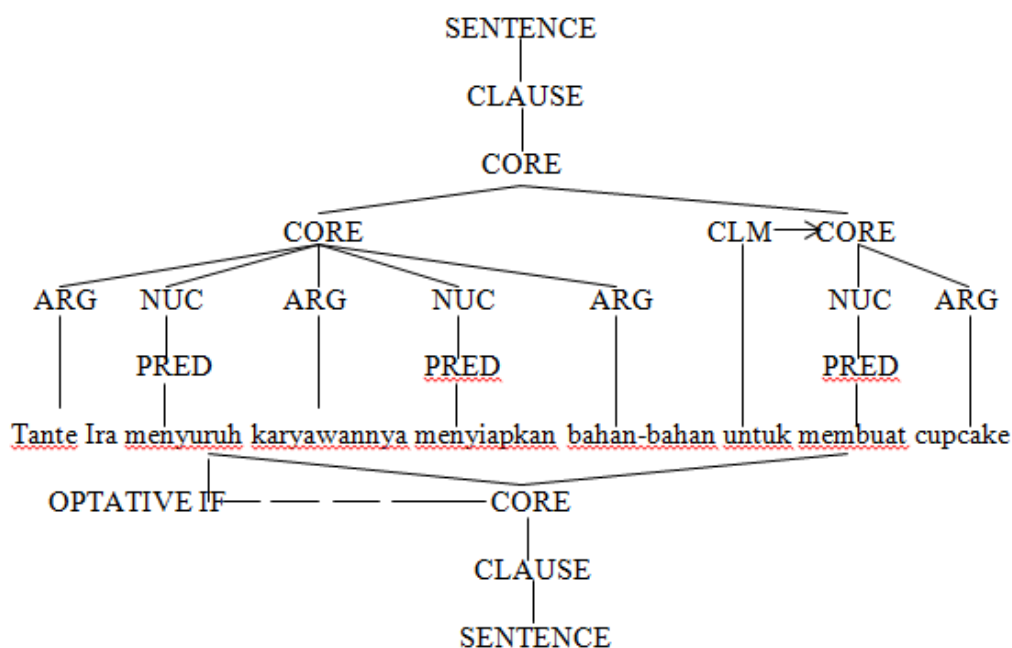
Tante Ira menyuruh karyawannya menyiapkan bahan-bahan untuk membuat

Aunt Ira ordered her employee preparing foodstuffs to make
cupcake.

cupcake.

It is a sample of four core cosubordinate constructions that is produced by children writers. It is core cosubordinate since there are three nuclei in a clause that both conjoined nuclei are coordinated predicates and a depended nucleus. There is implicitly illocutionary force (optative IF) operator that is shaed to both core. The LSC and semantic representation of this constuction is as below.

LSC (syntactic representation) of nuclear cosubordination:



Semantic representation:

[do'(Tante Ira [order'(Tante Ira, karyawannya)] & BECOME do'(karyawannya [prepare (karyawannya, bahan-bahan)] for [make (cupcake)])))]

b). Adult writer

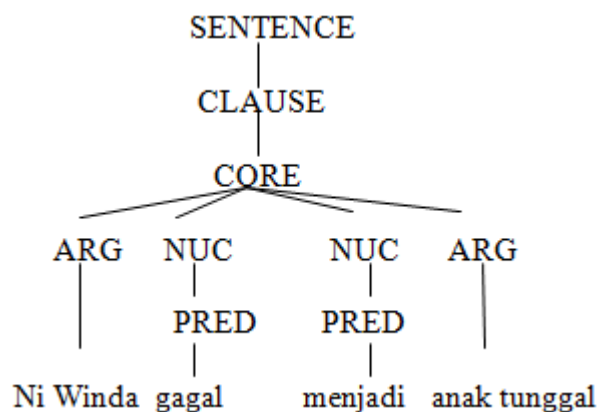
1. Nuclear coordinate:

Ni Winda gagal menjadi anak tunggal.

Sist Winda failed to be single daughter.

It is one sample of the thirty-nine nuclear coordinate constructions that is produced by adult writer. It is nuclear coordinate since there are two predicates in a clause that both predicates has sharing arguments. The LSC and semantic representation of this constuction is as below.

LSC (syntactic representation) of nuclear coordinate:



Semantic representation:

[fail'(Ni Winda [fail (Ni Winda)] BECOME [be'(single daughter)])]

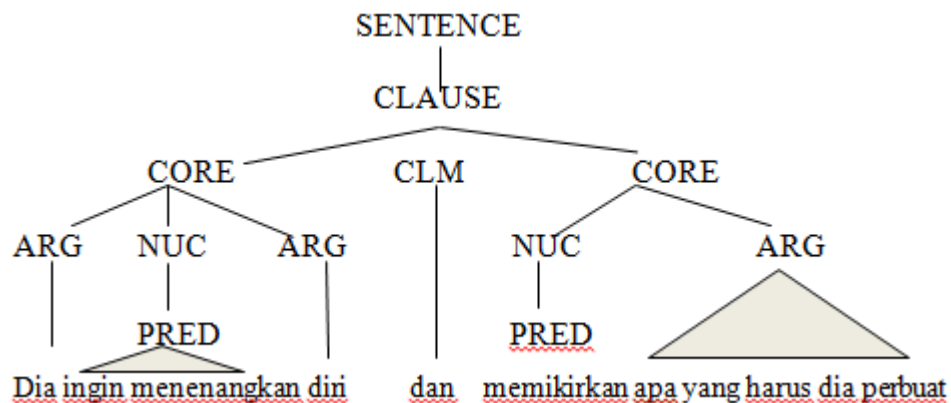
2. Core coordinate :

Dia ingin menenangkan diri dan memikirkan apa yang harus dia perbuat.

3sg wanted to calm himself and think about what he had to do.

It is one sample of the forty two core coordinate constructions that is produced by adult writer. It is core coordinate since there are two predicates joined by coordinating conjunction “*dan*” in a clause that both predicates has sharing arguments. The LSC and semantic representation of this constuction is as below.

LSC (syntactic representation) of core coordinate:



Semantic representation:

[do'(3sg[want'(3sg)]) & BECOME calm'(3sg) and do'(3sg[think(3sg)])]

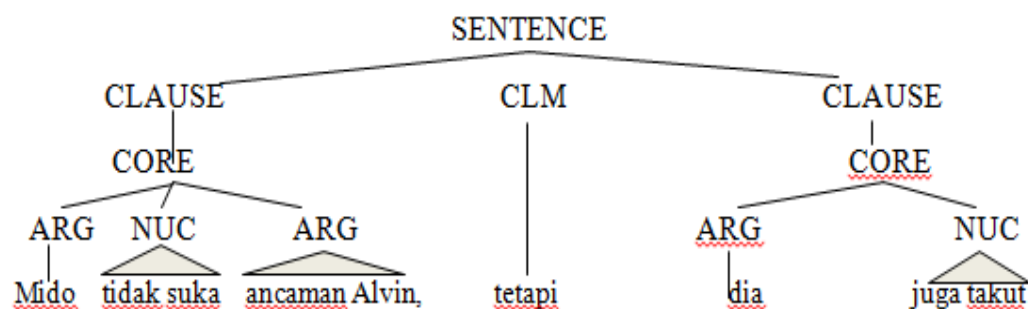
3. Clause coordinate:

Mido tidak suka ancaman Alvin, tetapi dia juga takut.

Mido didn't like what Alvin threat, but 3sg also be.afraid.

It is one sample of the twenty one clause coordinate constructions that is produced by adult writer. It is clause coordinate since there are two clauses with its each predicate and arguments joined by coordinating conjunction “*tetapi*” in a sentence. The LSC and semantic representation of this constuction is as below.

LSC (syntactic representation) of clause coordinate:



Semantic representation:

[<NEG[like'(Mido[like(Mido, ancaman Alvin)])]>but be.afraid'(3sg[afraid(3sg)])]

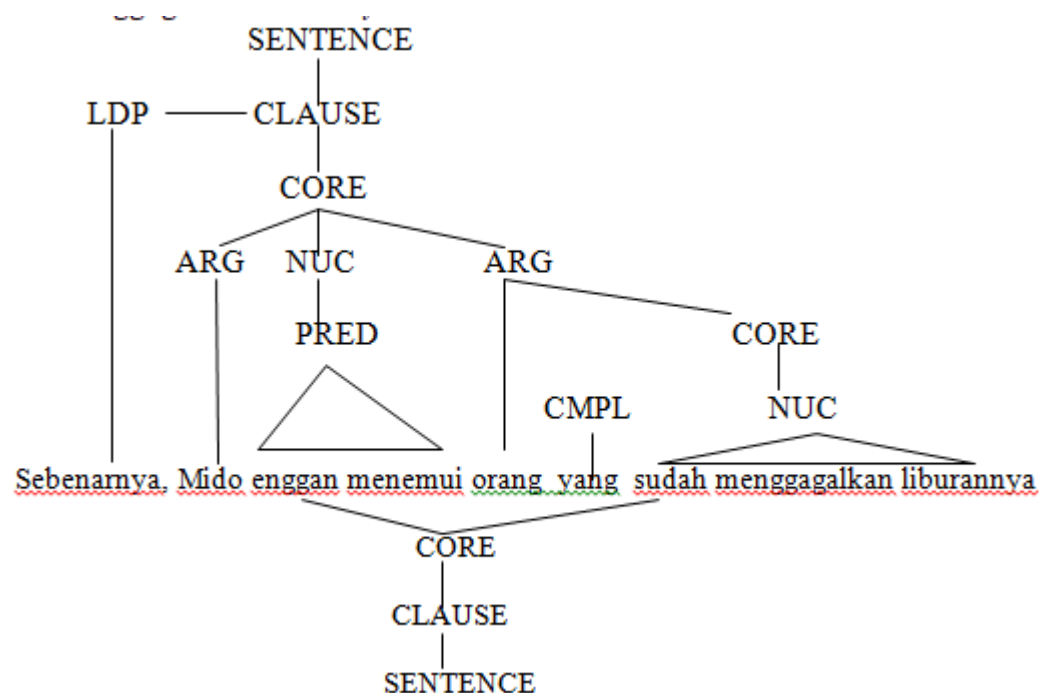
4. Core subordinate:

Sebenarnya, Mido enggan menemui orang yang sudah menggagalkan liburannya

Even, Mido didn't want to meet the people who had flubed his vacation

It is one sample of fifty nine core subordinate constructions that is produced by adult writer. It is core subordinate since there is embedded core to the first core that modify the argument as object in a sentence. There is sharing argument between the matrix core and the embedded core. The LSC and semantic representation of this construction is as below.

LSC (syntactic representation) of core subordination:



Semantic representation:

Sebenarnya[<NEG[want'(Mido)] do'(Mido[meet'(Mido, people)])> that <modality>PERFECT

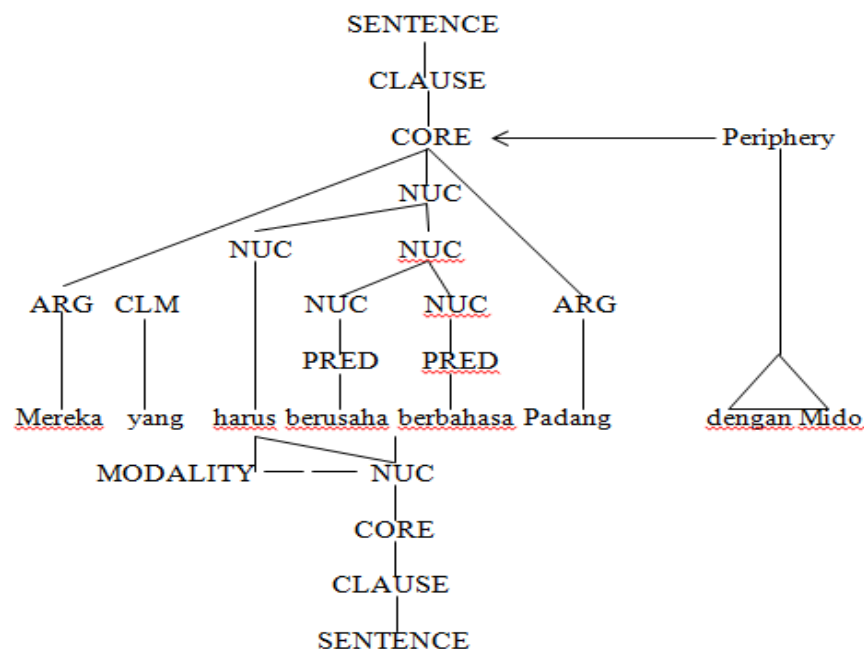
6. Nuclear cosubordinate:

Mereka yang harus berusaha berbahasa Padang dengan Mido.

3pl who must attempt speak Padang with Mido.

It is a sample of five nuclear cosubordinate constructions that is produced by adult writers. It is nuclear cosubordinate since there are three nuclei in a clause that both conjoined nuclei are coordinated predicates and a depended nucleus. The depended nucleus is as operator of modality that is shared to both conjoined nuclei. The LSC and semantic representation of this constuction is as below.

LSC (syntactic representation) of nuclear cosubordination:



Semantic representation:

[<modalityOBLG[attempt'(3pl[attempt(3pl)]) & do'(3pl[speak'(3pl, Mido)])]>]

4.3. The Semantic-to-Syntax linking in Children's Written Novel and Relation of The Linking and Language Development

The last discussion of this study is the linking of semantic-to-syntactic of complex

sentence of children's writing. The linking is only semantic-to-syntax since I am going to show how this linking is parallel with the process of language production that is proposed by Bock and Levelt (1994 in Van Valin, 2006). I take one sample of complex sentence that contains actor and undergoer and predicates explicitly. I put syntactic representation (LSC) and semantic representation (logical structure) of the sentence, then make linking between both representations by using arrow. The kind of complex sentence is not significantly influence the linking. Below is the linking of semantic-to-syntactic I present.

Sentence:

Flo menyeruput jus apelnnya, setelah dia memakan pai apel yang dibeli bunda dari toko kue.
Flo sipped the apple juice, after 3sg ate apple pie which is bought by her mom from cookies shop.

Steps:

1. Construct the semantic representation of the sentence, based on the logical structure of the predicator.

[do'(Flo[sip'(Flo, jus apelnnya))] after do'(3sg (Flo) [eat'(3sg, pai apel)])]

2. Determine the actor and undergoer assignments, following the actor–undergoer hierarchy.

Actor: 'Flo', 'dia'; Undergoer: 'jus apelnnya', 'pai apel'

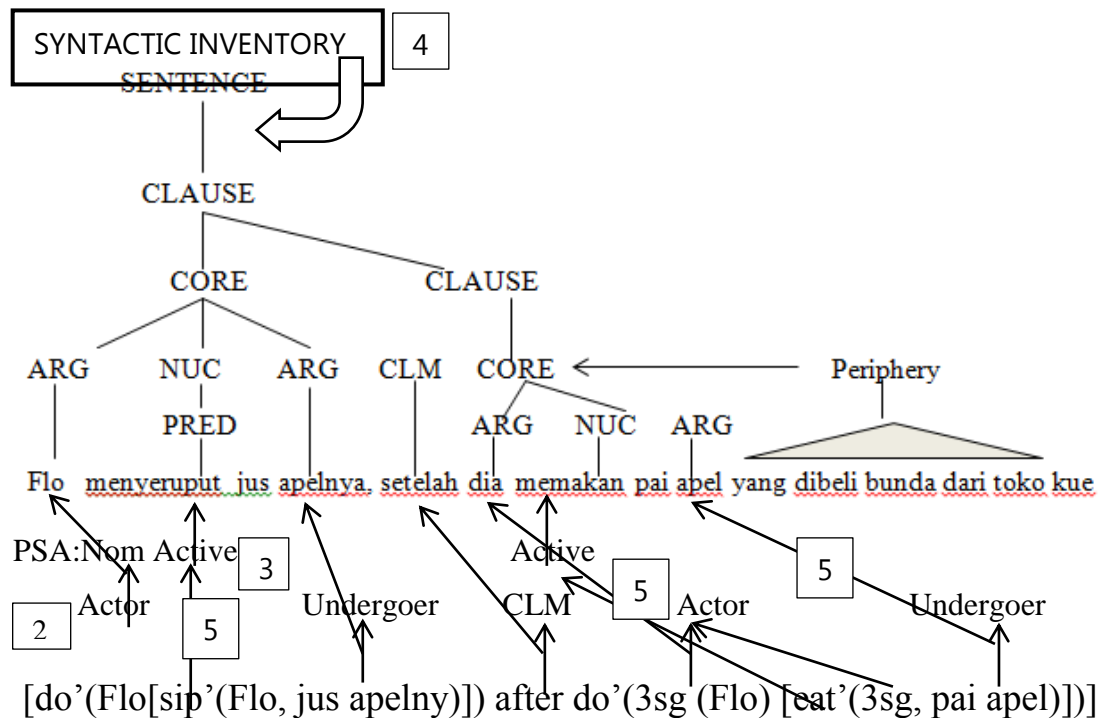
3. Determine the morphosyntactic coding of the arguments.

PSA Nom: Flo, Predicate 1: Active, Predicate 2: Active, CLM

4. Select the syntactic template(s) for the sentence following the principles.

LSC of Clause subordinate → Syntactic Inventory

5. Assign arguments to positions in the syntactic representation of the sentence.



It might be assumed that language processing is transforming idea into linguistic form, or vice versa. If we talk about language production, the process is transforming idea (meaning) into linguistic form (structure). If we talk about language comprehension, the reverse process happen i.e. transforming linguistic form (structure) into idea (meaning). Transforming idea (meaning) into linguistic form (structure) might be translated to linking semantics and syntax (and vice versa). The production process that occurs psychologically could be parallelized with the linking semantic to syntactic element. The parallelism between the semantic-to-syntactic linking step and language production process (functional and positional) proposed by Bock and Levelt (1994) could be arranged as follows:

- a. Step 1 ↔ Lexical selection

Step 1 is constructing semantic representation that focuses on predicate and semantic macrorole of the predicate, or in other word determining lexicon of

the idea the speaker tend to produce.

b. Step 2 + 3 ↔ Function assignment

Step 2 is determining Actor and Undergoer assignments (Van Valin, 2006).

Step 3 is determining morphosyntactic coding of the arguments (Van Valin, 2006). Step 2 and 3 is the step of determining which argument is the Actor or the Undergoer, and deciding whether Actor or Undergoer is the Privilege Syntactic Argument (PSA) based on sentence voice. In language production process, function assignment includes determining subject or object of the sentence. This similar task between step 2 and 3 in linking semantics to syntax and function assignment in language production process makes it parallel.

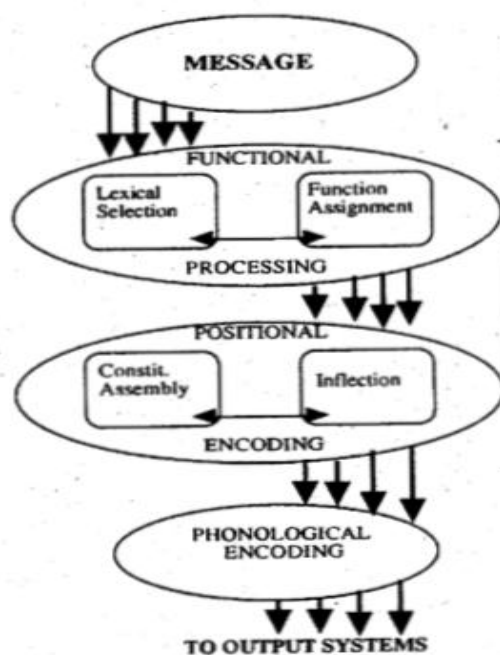
c. Step 4 ↔ Constituent assembly

Step 4 is selecting syntactic template representation of the sentence by breaking down the core element of it. This step is in line with the process of constituent assembly that assemble syntactic framework for the sentence.

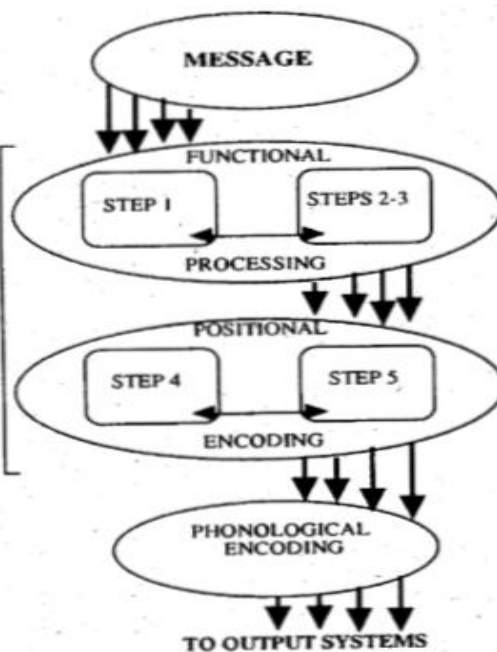
d. Step 5 ↔ Inflection

Step 5 is assigning argument(s) to its position in the syntactic representation of the sentence. Step 5 is paralleled to inflection process that making realization of function assignments into syntactic structure of the sentence.

The diagram of the language production process by Bock and Levelt (1994 in Van Valin 2006) that is parallelized with semantic-to-syntactic linking appears below.



From Bock and Levelt (1994)



Bock and Levelt model restated
in terms of the RRG Semantics-to-
Syntax Linking Algorithm

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 CONCLUSION

The complex constructions in the novel for children that are written by children and adult show us that complex sentences have already acquired by the writers and it is still fit to produce in the novel for children. The complex sentences produced in the novels are so big enough, instead the simple sentences are still more dominating. The complex sentences created in the novel following the rule of complex sentence that is formulated in the Book of Grammar of Bahasa Indonesia, in case of the sentence structure, the conjunction and the grammatical relation implied by the conjunction. The types of complex sentences produced by children writers and adult writer represent eight types of juncture-nexus relation of complex sentences, they are: nuclear coordinate, core coordinate, clause coordinate, core subordinate, clause subordinate, nuclear cosubordinate (only one sentence), core cosubordinate, clause cosubordinate. Moreover, there are six types of juncture-nexus relation of complex sentences, they are: nuclear coordinate, core coordinate, clause coordinate, core subordinate, clause subordinate, nuclear cosubordinate. Both writers are highly produce core subordinate constructions. The young writer tends to make complex construction at the sub-clausal level with coordinate relation, while the older writers tend to produce core and clause level of complex construction with subordinate relation. The conjunction found in data are: *dan, atau, tapi, tetapi, bukan ... melainkan, sedangkan, sambil, sekalian, sementara, sewaktu, saat, ketika, kemudian, lalu, meskipun, walaupun, setelah, sebelum, sehabis, sejak, sampai/hingga, sehingga,*

supaya/agar, kalau, bahwa, jika, asal, karena, bersamaan dengan, untuk.

The difference between child writer and adult writer is that the difference is the child produces more core and clause juncture than nuclear juncture, while the adult produces more core and nuclear juncture than clause juncture. The difference number of sentences between simple and complex for the adult writer is less than the child writer. The lesser difference indicates the more amounts of complex sentences produced. It is reasonable since the language and cognitive capability of the adult has been mature. Both writers, the adult and the child, produce VV, AdvV, and AdjV construction for Nuclear juncture. In Core juncture, there are seven similar constructions that have syntactical category of Adj Conjunction Adj; V Conjunction V; V, Conjunction V; V, V; Conjunction V, V; V Conjunction Adj; Conjunction V, Adj. In Clause juncture, the child writer only create five variations of construction such as Vclause Conjunction Vclause; Vclause, Conjunction Vclause; Conjunction Vclause, Vclause; Conjunction V, V; AdjClause Conjunction Vclause. While the adult writer produces fifteen variations of Clause juncture construction that involve V, Adj, N category of the clauses. The difference between the adult and the child writers is also about the conjunction found in complex sentence data. there are two conjunctions that only used by adult are *bukan ... melainkan* and *asal*.

There is parallelism between the semantic-to-syntactic linking step and language production process (functional and positional) proposed by Bock and Levelt (1994):

- Step 1 ↔ Lexical selection
- Step 2 + 3 ↔ Function assignment
- Step 4 ↔ Constituent assembly
- Step 5 ↔ Inflection

5.2 SUGGESTION

This research is far from good work, many things have not been elaborated. This might need more study to elaborate the topics well by the next researcher or student who interest in children language topic. Written language in children is still interesting to study both pure grammatically or psycholinguistically, since children keep using literacy as the tool to acquire knowledge at their school or from their surroundings. Books are still the best source and media for children to gain their knowledge and imagination. More studies on the development of children written language and reading understanding still need attention.

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